SAFETY Education

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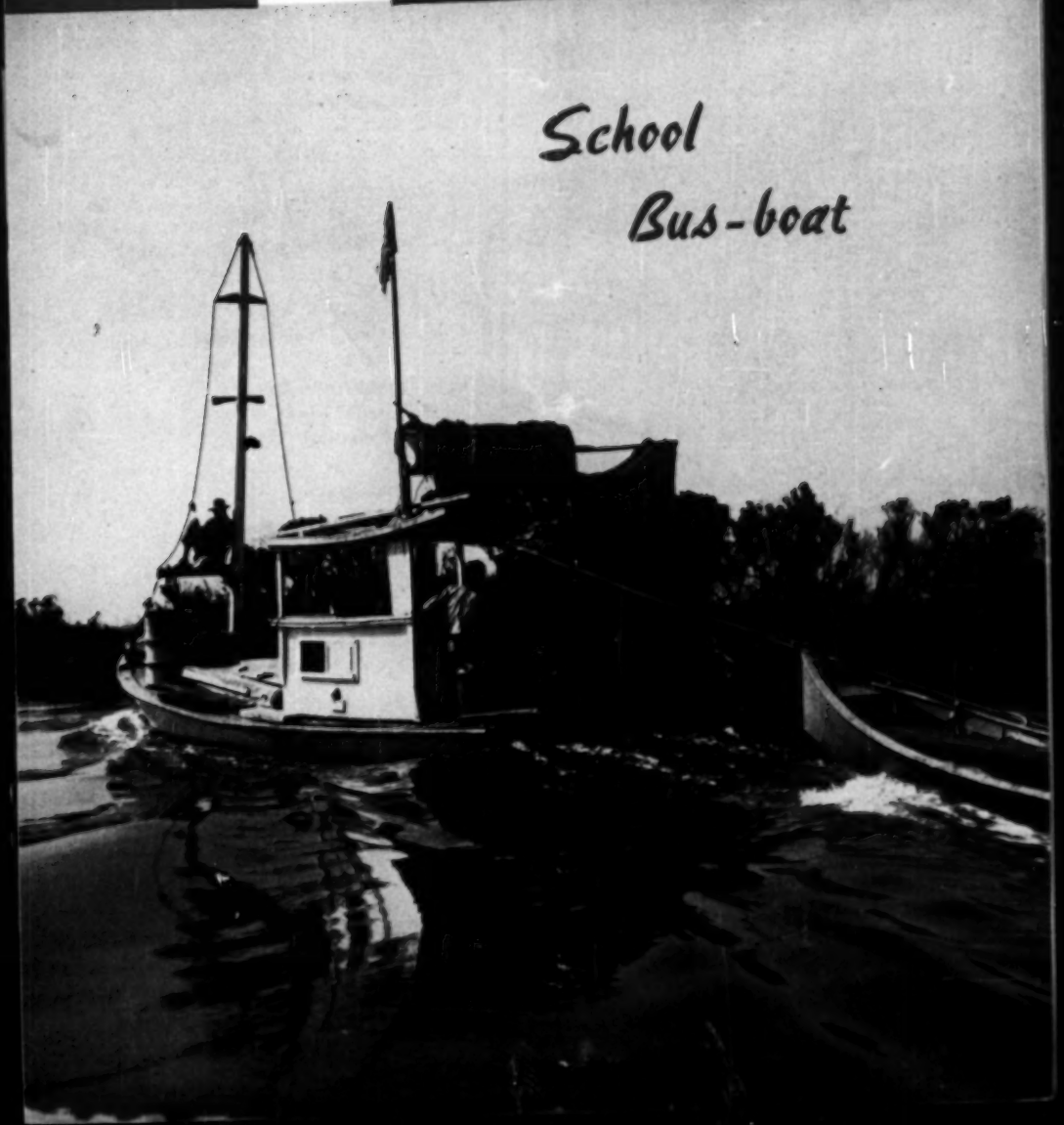

School Bus-boat

The **NATIONAL SAFETY COUNCIL**, the heart of the safety movement in America, collects and distributes information about accidents and methods for their prevention. Organized on a nonprofit basis, the Council promotes safety in industry, traffic, school, home and on the farm.

SAFETY EDUCATION is the official publication of the School and College Division of the Council.

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SAFETY EDUCATION

Volume XXXI
No. 9
Section One

• • *A MAGAZINE FOR TEACHERS AND ADMINISTRATORS*

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Over my shoulder

Monsieur Verdin, operator of the school bus-boat in the picture story, earns his living by fishing for oysters and—yes—SHRIMP. Maybe the story should have been titled "Shrimp Boats Are A'coming." Twenty two bus-boats are used in the six Louisiana parishes of Catahoula, Iberville, Lafourche, Plaquemines, St. Charles and St. Martin. They haul an average of 248 pupils daily over one way routes of 133 miles. Most Louisiana pupils use the prosaic bus of which Louisiana operates about 4,000 transporting some 240,000 pupils. The picture story was made possible through the splendid cooperation of R. O. Moncla, superintendent, and V. J. Roux, supervisor of schools and transportation in Lafourche parish.

Kansas City schools do not use special surfacing under playground apparatus. This information comes from Dr. O'Keefe, who writes on playground safety. Louisville schools find fewer accidents on surfaced playgrounds than on non-surfaced playgrounds, according to Mary May Wyman.

It is less lethal, says Dr. Floyd R. Eastwood, chairman of the injury and fatality committee of the American Football Coaches association, to play football than to walk on the nation's streets. The 1951 report summarizes 20 years' experience on sand lot, high school, college, professional and semi-professional football fatalities.

The National Safety Council's vice president for schools and colleges, Dr. Herold C. Hunt, says the closing of the school year is an appropriate time to re-examine the effectiveness of your current program in safety education.

How a class in common learnings is discovering the meaning of propaganda by actually propagandizing is told in the article, PUPILS TURN TABLES, TEACH ADULTS. Walter Ladd, secretary of the St. Joseph, Missouri, Safety Council, is responsible for the story's appearance in the magazine.

Not all of the activities of the American Red Cross are concerned with disaster relief. Working with the schools of the Roman Catholic archdiocese of Chicago, the American Red Cross has built what it believes to be the largest elementary school safety council in the nation. How it was done is told by Janet Sprickman.

More than a private acknowledgment is due to the men and women who have contributed to this year's issues of SAFETY EDUCATION. Friends, acquaintances and strangers have been confronted with the demand: "Find time in your already over-crowded day to write about what you are doing. Find time amid your lesson preparation, find time in your attempt to maintain a personal life, find time amid grading papers, find time before attending the PTA, find time while you are trying to increase your professional competence—find time."

To the illy-informed person who remarks "Them as can, does; them as can't, teaches," I would suggest that teaching IS doing and that the contributors to the 1951-52 issues of SAFETY EDUCATION were doing more than their share.

Charles W Taylor

now is the time to

Re-Examine Your Goals In Safety Education

by HEROLD C. HUNT
and
JAMES J. GRIFFIN

WITH THE CURRENT SCHOOL year rapidly coming to a close it is an appropriate time to take inventory and analyze the effectiveness of our present safety program. It is also time to plan ahead for additional activities that will vitalize and make more meaningful to our vast school populations the necessity of safety knowledge, attitudes and skills if they are to carry forward our great American heritage.

There is definite evidence that efforts to prevent injuries to children have reduced injuries due to accidents, but the same data also show quite clearly the problems which society must meet in providing the opportunity to live safely. The hazards of an increasingly complex, mechanized civilization will produce an ever-increasing toll of injury and death unless the most intelligent and strenuous efforts are made to provide a safe environment, and instruction given in the safe ways of performing desirable life activities.

In taking inventory and planning ahead, the following generalizations might be of assistance.

Safety education must be considered an important part of total school life. To this end the goals and objectives of safety must be made an integral part of all phases of the curriculum from kindergarten through college and emphasis should be placed on safe performance in every school activity with the result that pupils become so safety conscious that safe practices are almost automatic.

To achieve these worth-while results every member of school personnel from janitor to superintendent must be a safety teacher. To make more cohesive these united efforts, it is essential that every school and school system have some one person assigned to the coordination of all safety activities so that all will work harmoniously toward the common goal.

The science of education teaches us that lessons can be more readily learned when they are put on a definite "doing" basis. It is not enough to know safety rules, they must be made a part of each individual's pattern of behavior. This cannot be accomplished by reciting rules, but only by correctly putting into practice the rules learned.

It has been clearly shown by experience and by the results of the school safety patrol that pupil interest and pupil participation are closely related to the pupil's part in purposing, planning, organizing, administering, and evaluating the safety activity. Encouragement should be given to the development of many pupil safety organizations and activities. These may include safety committees of the pupil civic council, school safety patrol, safety assemblies, safety exhibits, safest route to school, accident reporting, playground patrols, organized recess activities, corridor patrols, monitors, bicycle storage and inspection, fire marshals, gym leaders, shop safety engineers, air raid wardens, first aid

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HEROLD C. HUNT is general superintendent of schools, the city of Chicago, and is vice president for schools and colleges of the National Safety Council. JAMES J. GRIFFIN is coordinator of safety for the Chicago school system.

Playground Safety Through Planning

by PATTRIC RUTH O'KEEFE

WHERE THERE ARE ACTIVE children there will always be an element of danger. The element of danger needs to be recognized by children. Boys and girls should be prepared to meet this ever present element with adequate skills and judgment.

This is part of the philosophy which activates the playground program in the public schools system at Kansas City, Missouri.

Careful planning and considerate instruction minimize the possible failure of children to recognize the element of danger.

Bill's face had that happy, healthy look that comes only as a result of fun and exercise in fresh air. "It's a lot of fun to play," said Bill as he hurried into the classroom from his playtime.

Bill's playtime is his laboratory for testing life. It is then that he experiences the thrill of adventure, feels the growing pains that come as he learns to give and take, and grows up with the assumption of responsibility for the safety of himself and others.

Bill's school is similar to all the other schools in the Kansas City system. Bill has two flexible activity periods a day. These are in addition to the play periods before school in the morning and at noon. These playtime periods, as the children call them, are taken in the forenoon and afternoon at whatever time the teacher and Bill and his playmates believe them to be of the most value.

There is no set time. The old, fifteen-minute, recess period is not known to Bill. Kansas City has discarded it.

Aging school buildings and the traditional recess could have stalemated progress and interfered with Bill's welfare had not the superintendent and the principals had the vision to change the daily programs within the school buildings and grounds. Reorganization of this

turn page

Louisville Playground Accidents

by MARY MAY WYMAN

We have fewer accidents on surfaced playgrounds than on unsurfaced playgrounds; accidents occurring on surfaced playgrounds are less severe than those occurring on unsurfaced playgrounds, according to a study of playground accidents in the Louisville Public schools for 1951-52.

Total All Playgrounds

Month	Accidents	Days Lost
September	25	43
October	78	127½
November	32	55½
December	14	24
January	17	50½
Total	166	300½

On Surfaced Playgrounds

Month	Accidents	Days Lost	Accidents Relating to Surface	Days Lost
September	6	4	6	4
October	2	0	2	0
November	8	20	6	5
December	5	6	2	2
January	8	8	4	3
Total	29	38	20	14

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daily program gave the teachers an opportunity to put special emphasis on the safety and health of Kansas City's school children.

There are but a few pieces of apparatus on most of Kansas City's school grounds. There must be careful planning by the adults if Bill and his playmates are to get the fullest possible benefit from using them.

It is discouraging for any child to have to wait in a long line for his turn to hang from a horizontal ladder or his turn to chin himself on a turning pole. Bill would be tempted to hurry things along by pushing the playmate in front of him or by some other maneuver. Speed is conducive neither to pleasure nor safety when Bill is using the playground apparatus.

The flexible activity periods permit an arrangement so that only small groups of children will want to use the apparatus at a given time.

Bill and his playmates need a chance to develop the muscles in their arms and shoulders, their backs and chests. Playground apparatus is provided so that they shall have this opportunity. Climbing and hanging activities contribute to this muscular development. Apparatus on which Bill can climb and from which he can hang is expensive, but its use is regarded as necessary for the best development of growing boys and girls.

Hazards are decreased and safe practices encouraged when a playground is well organized and when the daily school schedule is planned to meet the needs of the children.

Here is the general plan followed in the Kansas City school system. It helps to provide a safe and healthful environment for Bill and for all the other boys and girls in the elementary grades.

(1) A special area has been provided and marked for children from each classroom, or

Flexible play periods mean fewer children on the playground at any one time. the standard recess concentrates the whole school population on the playground at once. Fewer children on the playground means less congestion around the more popular pieces of apparatus. Isolation of the various age groups means that older children, whose games might be hazardous to the younger children, are far enough removed so that both groups may play actively without endangering others. This, says Dr. O'Keefe, together with considerate instruction in safe practices, is responsible for Kansas City's favorable record for playground safety.

for each grade level if the playground is small.

Courts and circles are painted on year-around, hard-surfaced playgrounds. Bill and his playmates lose no time in having to mark circles or courts with chalk or by dragging the toes of their shoes to indicate a line. The primary grade children need different types of markings than are needed by the older children. The needs and interests of the younger and the older boys and girls are represented in the semi-permanent markings on the year-around playgrounds.

Play areas for very young children are seldom next to the areas for the older children. When, for any reason, they are adjacent, the diamonds and courts for the older children's use are so laid out that batted or thrown balls will be directed away from the areas used by the smaller children. This plan prevents many accidents.

(2) Apparatus is concentrated in one or two areas of the playground. This improves the opportunities for close supervision and increases the protection given to the children.

It is very desirable to have special playground areas for the erection of all the pieces of apparatus. More adequate supervision by school personnel and greater protection for children can be given when different pieces of apparatus are placed in one or two areas. Scattering the apparatus in many parts of the playground is regarded as undesirable.

If there is sufficient space on the playground it is advantageous to have all of the apparatus for use by the primary grade children concentrated in one area and the apparatus for the older children located in another. This plan is better than placing the apparatus at the sides or ends of the playground.

(3) There are no "stay off" signs on the playgrounds.

Bill, and every other child from the first to the seventh grade is taught the correct way, which is the safe way, to use climbing gyms, horizontal ladders and turning poles on the playgrounds. They are taught to use the ropes, the rings and stall bars in the gymnasium. Activities are taught and safe procedures are learned.

Let us follow Bill as he learns to travel on the horizontal ladder, hanging by his hands.

Bill and all the other children wanting to use

Knowing how to "make a good drop" can carry just as much prestige with youngsters as being strong enough to be able to hand-over-hand all the way across the horizontal ladders. Kansas City school children are taught to look, first, to where they intend to drop; to flex their knees before they drop; to land, lightly, on the balls of their feet. Flexible play periods, too, result in a small enough number of children on the playgrounds at any one time that there is no pushing or crowding around the more popular pieces of apparatus.

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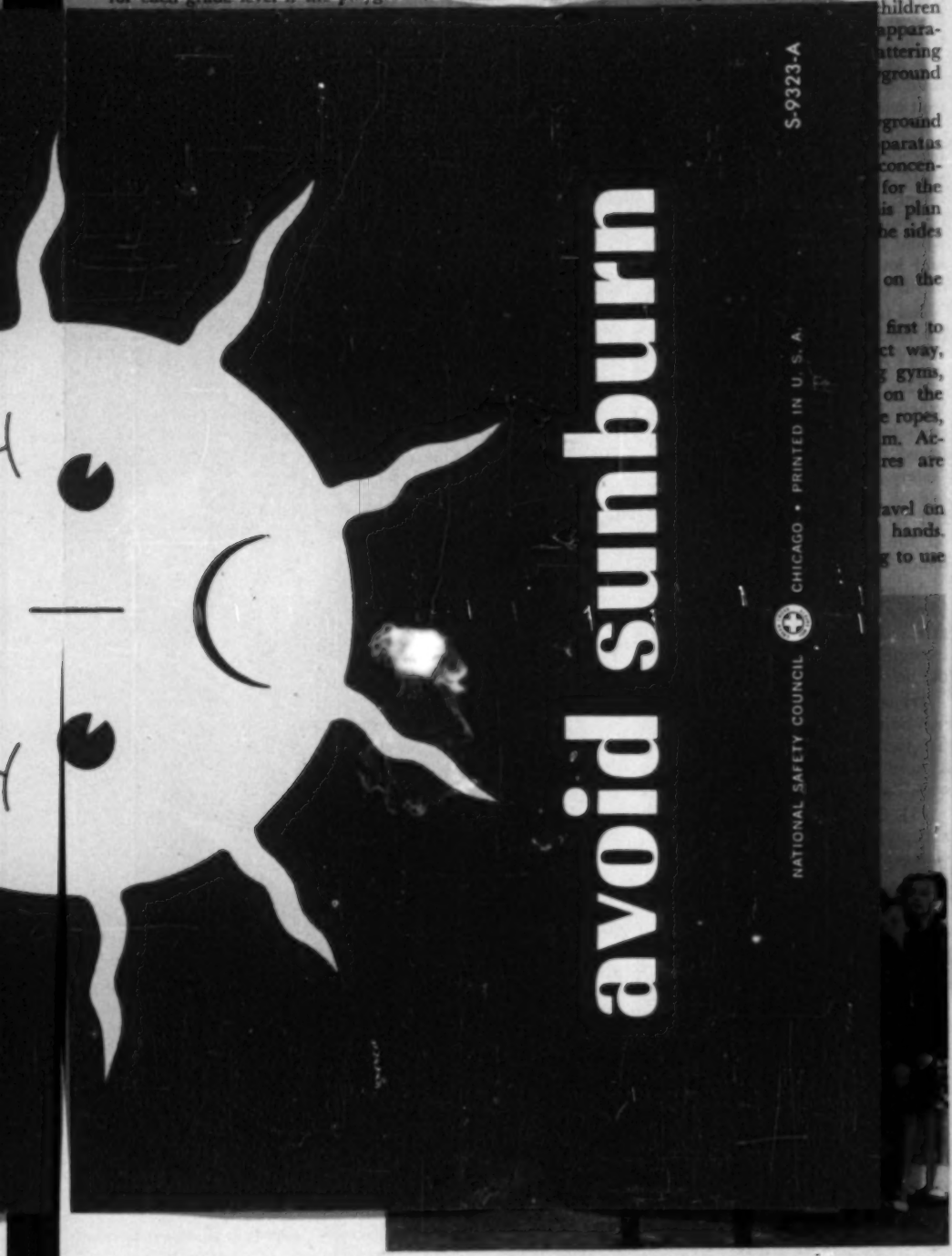

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the ladder start from the same end. Bill wasn't first in line, but he waited before he started, as he had been taught, until the boy before him was halfway across. Bill's fingers and arms got tired before he was all the way across. But that was all right.

Learning to make a good drop and a safe landing, Bill had found out, was considered more important than merely going the full length of the ladder. So when his fingers tired, he leaned his head forward so he could see where he was going to drop, flexed his knees, and let loose. He landed lightly on the balls of his feet.

Bill had learned the correct technic for using the ladder.

(4) A "safety man" is used.

The "safety man" plays an important role. When Bill is learning to skin-the-cat on the rings in the gymnasium, the rings will be adjusted to the height of Bill's shoulders. The "safety man," either child or teacher, will hold one of Bill's hands securely on one ring while Bill skins-the-cat. When Bill's feet are firmly on the floor the "safety man" releases Bill's hand.

Adjusting the rings to the correct height and using a "safety man" make skinning-the-cat a safe activity. After Bill has developed adequate strength and skill he can skin-the-cat without the help of a "safety man."

When Bill skins-the-cat out of doors on the non-adjustable turning pole, he needs to use judgment to assure his safety. He must choose a turning pole of the correct height and he must have a "safety man."

(5) Older boys and girls assist the teachers and principal by assuming responsibility for the younger children on the playground.

Bill wants to become a playground captain when he becomes older. Then he will have the chance to learn the new games, stunts and rhythms which are taught to the primary grade children by a special assistant from the health and physical education department. Before school, in the morning and at noon, the playground captains are the leaders for the primary grade children. Their consideration for and understanding of the needs and interests of

to page 34

The "safety man" makes certain that Bill, when he skins-the-cat, will not fall precipitously.

Surfaced playgrounds can be permanently marked so that children lose none of their playtime in marking off the areas for organized games. Fewer children on the grounds at any one time, the result of flexible play periods, mean wider dispersal, fewer collisions, fewer accidents.

Pediatricians Ask for Standards on Safe Toys

Three thousand baby specialists, members of the American Academy of Pediatrics, have asked the American Standards Association for help in eliminating dangerous toys, furniture, clothing and other accouterments whose use and misuse is resulting in from 30,000 to 50,000 permanently disabling injuries to children each year.

The pediatricians have discovered that they are treating more children for accidental injury than for any other single cause.

At a recent meeting at the American Standards Association headquarters in New York, the problem was discussed by representatives of women's organizations, retail stores, the federal government, safety organizations, groups working with children, manufacturers of children's products, the Academy of Pediatrics.

The problem was presented by Dr. Ephraim Freedman, head of R. H. Macy and Company's bureau of standards; Dr. Herman E. Hager, General Dyestuff Company, who is a member of an American Association of Textile Chemists and Colorists committee for testing flammability; Dr. Iwin Kerlan, federal Food and Drug Administration; and Dr. George M. Wheatley, vice president of the Metropolitan Life Insurance company and chairman of the Accident Prevention committee of the pediatricians.

A survey made by the pediatricians showed that of the cases they treated:

(1) Fifty per cent were due to poisoning;

(2) Thirty per cent were due to burns and more than one-half of these involved flammable clothing;

(3) Strangulation and suffocation, in which harnesses and sleeping garments are involved, was an important cause of death;

(4) Falls from top heavy and badly balanced chairs are common.

Other causes are lollipops with wooden sticks; plastic toys which break easily; pointed uprights on children's furniture; lead poisoning from paint; play pen and crib railings which catch children's heads.

In view of these findings the committee, headed by Dr. Wheatley, is now studying the needs for standards in the following fields:

(1) Flammability of textiles for children's clothing;

(2) "Safe" labeling of coatings and coated materials for children's toys and furniture to discourage the use of toxic paints;

(3) Harness and sleeping garments;

(4) Wooden furniture for children;

(5) Baby carriages and strollers;

(6) Wheeled toys; and

(7) Other toys.

Everyone concerned understands that this is a complex job of engineering. That standards, if they are to be worth anything, must be widely and voluntarily accepted. And that if they are to be so accepted, they must be worked out properly and carefully by technicians best able to do so.

The American Standards Association has helped to develop some 150 American Safety Standards in the 34 years of its existence. The ASA does not actually write the standards, it acts as a judicial agent in organizing a technical committee to write a standard with emphasis on the basic principle that all parties having a substantial interest in the standard must have an opportunity to work with or on the technical committee. Dr. Wheatley's committee will report its finding to such a committee.

Twenty Year Study of Football Fatalities

A FOOTBALL PLAYER IN A high school or college game today is less apt to receive a fatal injury than he would be if he were a pedestrian or a driver of a motor car. This is a conclusion drawn from the experience of 616,000 high school players and 65,690 college players as reported in the 20th annual survey of football fatalities, 1931-1951, prepared for the American Football Coaches Association by the Committee on Injuries and Fatalities of the association.

The average incidence of a fatal injury to a high school player last year was 0.97 per 100,000 players, for college players it was 1.52 per 100,000 players.

This, the report indicates, is a gratifying decrease in the fatality rate which has been brought about since the committee on injuries and fatalities was instituted. The twenty-year rate for football fatalities is 1.5375 per 100,000 players for high school football and 2.3565 for the college game.

It was in 1931, when there were 49 football fatalities, 31 directly attributed and 18 indirectly attributed to the game, that E. K. Hall of Dartmouth, then chairman of the National Collegiate Athletic Association, asked the late Fielding Yost of Michigan and Dr. Frank S. Lloyd, then of NYU but now at CCNY, to make a questionnaire study of football fatalities reported in the newspapers. Since 1932 the report has been made by a committee under the chairmanship of Dr. Floyd R. Eastwood, Los Angeles State College.

The 20 annual studies have resulted in:

Football Fatalities, 1951

	Direct	Indirect
Sandlot	3	3
Semi-pro	2	1
High School	6	3
College	1	1
Totals	12	8

(1) Factual information which immediately gave a balanced picture of the football fatality problem;

(2) Rule changes, such as the elimination of the "flying wedge on kick-off" and the adoption of the "dead ball" rule;

(3) More attention to teaching the fundamentals of tackling and blocking;

(4) Better medical examinations as well as examinations before the season started; and

(5) Special consideration of equipment needs in order to protect players on the offense and defense.

One official and 370 players in sandlot, pro and semi-pro, high school and college football have been direct fatalities of the game during the period of the study. One hundred and eighty additional persons have died from causes attributed indirectly to the game. Although the period of the study extends over 21 years there was no study made in 1942. The report, then, covers 20 years.

Practically one-half (48.8 per cent) of the direct deaths were caused by head injuries.

Spinal injuries accounted for 22.1 per cent.

"It is known," the report states, "that spinal injuries result from traumatic blows to the top of the head."

"One real need still exists," the report emphasizes, "—better headgear liners and suspensions."

Beginning in 1948, Dr. Charles Lombard and Herman Roth, with their staff at the University of Southern California, have made some studies and speed movies on:

(1) The efficiency of various types of helmets;

(2) The helmets worn by players fatally injured as a result of blows to the head;

(3) Speed movies to determine the speed action of the knee when a player is running; (The studies show velocities of 30 feet per second. In experiments with humans, collisions with objects at 7 feet per second produce severe headaches.)

(4) The best possible types of materials for the shell and liners of headgear.

The committee makes seven recommendations with the intention of decreasing head injuries. In summary they are: A call for immediate research on helmets; the institution of a warm-up period before any players enter the game (the study shows that a player's first five minutes of play, whether on first entry or re-entry to the game, are the most dangerous); teaching tackling to emphasize the elimination of contact between a player's head and his op-

Direct Fatalities: Type of Activity Engaged In 1931 - 1951*

Type of Activity	Number	Percentage of Total
Tackling	119	32.1
Blocking	35	9.4
Under a pile-up	17	4.6
Tackled or blocked carrying the ball	44	11.9
Catching a pass	18	4.9
Running interference	9	2.4
Blocked	14	3.8
Punting or kicking	6	1.6
Not specified	109	29.4
TOTALS	371	100.0

*No study was made in 1942

Fatalities Directly and Indirectly Due to Football 1931 - 1951*

Year	Sandlot			Pro & Semi-Pro			High School			College			Ftb. Off.		Total		
	Total	Direct	Indirect	Total	Direct	Indirect	Total	Direct	Indirect	Total	Direct	Indirect	Total	Direct	Direct	Indirect	TOTALS
1931	18	10	8	3	3	0	20	10	10	8	8	0			31	18	49
1932	11	8	3	6	6	0	17	8	9	3	2	1			24	13	37
1933	15	8	7	4	4	0	19	10	9	5	2	3			24	19	43
1934	9	4	5	4	4	0	18	12	6	5	3	2			23	13	36
1935	10	4	6	7	7	0	25	14	11	5	3	2			28	19	47
1936	16	11	5	3	2	1	20	12	8	5	1	4			26	18	44
1937	6	3	3	4	4	0	19	13	6	2	0	2			20	11	31
1938	7	3	4	4	3	1	13	8	5	5	2	3			16	13	29
1939	2	1	1	2	1	1	10	6	4	4	3	1			11	6	17
1940	3	2	1	1	1	0	9	7	2	2	1	1			11	4	15
1941	5	5	0	4	3	1	9	6	3	0	0	0			14	4	18
1943*	0	0	0	1	1	0	10	10	0	0	0	0			11	0	11
1944	6	5	1	2	2	0	10	9	1	1	1	0			17	2	19
1945	5	3	2	0	0	0	4	3	1	0	0	0			6	3	9
1946	5	1	4	5	5	0	13	13	0	2	2	0			21	4	25
1947	6	4	2	5	4	1	16	14	2	2	1	1	1	1	24	6	30
1948	9	6#	3	5	3	2	12	9	3	0	0	0			18	8	26
1949	10	7	3	5	3	2	10	9	1	1	0	1			19	7	26
1950	2	1	1	2	2	0	13	11	2	2	1	1			15	4	19
1951	6	3	3	3	2	1	9	6	3	2	1	1			12	8	20
TOTAL	151	89	62	69	60	9	276	190	86	54	31	23	1	1	371	180	
															GRAND TOTAL		551

*No study made in 1942.

#One is a fatality, received after compilation and publication of 1947 Football Fatality Report.

ponent's thigh or knee; requiring, by rule, the wearing of knee pads or padded pants; a thorough inspection of all headgear to assure the discard of helmets in which the suspension harness cannot prevent the crown of player's head from coming in contact with the helmet; the use of only those helmets which have "adequate" absorptive materials between the head suspension and (a) the crown of the helmet, (b) the back of the helmet shell, and (c) the sides and front of the helmet shell; and the adoption on no restrictive legislation at present against any type of the present headgear shells.

During the 20 years studied approximately one-quarter of the deaths (26.2 per cent) were due to abdominal-internal injuries. Last year there were no fatalities reported as resulting from this cause.

The report will be available, about May 1, from D. O. McLaughry, secretary-treasurer of the American Football Coaches Association, Dartmouth College, Hanover, N. H.

In the September, 1950, issue SAFETY EDUCATION printed an article written by Joseph P. Dolan, Purdue University, Lafayette, Indiana, concerning non-fatal injuries to football players.

Direct Fatalities: Type of Game 1931 - 1951*

Type of Game	Sandlot	Pro Semi-Pro	High School	College	Football Official	Total	Percentage of Total
Scrub or Pick-Up	63	1	1	0	0	65	17.5
Touch Football	11	0	3	0	0	14	3.8
Regular Practice	0	0	31#	3	0	34	9.2
Squad Scrimmage	1	0	32	6	0	39	10.5
Interclass	0	0	4	2	0	6	1.6
Regular Game	1	48	113**	16	1	179	48.3
Not Specified	13	11	6	4	0	34	9.2
TOTAL	89	60	190	31	1	371	100

* No Study was made in 1942.
**One case warming up prior to start of regular game (1946).
#Spring practice 1947. One Case.

Direct Fatalities: Cause of Death 1931 - 1951*

Causes	Sandlot	Pro & Semi-Pro	High School	College	Football Official	Total	Percentage
Head Injury	51##	29#	89**	12	0	181	48.8
Spinal Injury	10	15	47	10	0	82	22.1
Abdominal-Internal Injury	26****	11	50	9***	1	97	26.2
Not Specified	2	5	4	0	0	11	2.9
TOTALS	89	60	190	31	1	371	100.0

*No study was made in 1942.
**One, traumatic blow to nose, meningitis developed in 24 hrs. (1941).
***Massive pulmonary hemorrhage and edema (1944). One case.
****Pulmonary Embolism (1945), one case.
#Traumatic blow to nose, causing staphyloccocic septicemia (1946), one case.
##Traumatic blow to nose causing rupture of the blood vessels of the neck, one case, 1951.

Direct Fatalities: Position Played 1931 - 1951*

Position	Sandlot	Pro & Semi-Pro	High School	College	Football Official	Total	Percentage
Fullback	2	3	18	3	0	26	7.0
Halfback	9	13	48	7	0	77	20.8
Quarterback	0	6	12	1	0	19	5.1
Backfield	4	5	0	0	0	9	2.4
End	2	6	27	6	0	41	11.1
Tackle	1	4	17	4	0	26	7.0
Guard	2	3	12	2	0	19	5.1
Center	1	0	14	3	0	18	4.9
Official	0	0	0	0	1	1	.27
Not Specified	68	20	42	5	0	135	36.4
TOTAL	89	60	190	31	1	371	100.0

Bus Safety Program In a Rural School

by TOM DODDS

ARKANSANS ARE POINTING WITH pride to the achievements of the Fuller school in Pulaski county. And well they may, for the 600-pupil rural school's smoothly functioning safety council has fashioned a bus safety program that might well serve as a model for schools all over the country.

It wasn't always like this, though. Back in the pre-council days the sound of the bell at the close of an afternoon session signaled the beginning of hazard and confusion. Pupils and teachers, alike, dashed wildly for cars and buses. The resultant chaos endangered the safety of all.

Practically all of the pupils at Fuller school, which is some ten miles from Little Rock in the Sweet Home community, are dependent upon school buses for transportation.

Early in October, 1947, faculty, pupils and bus drivers, becoming cognizant of the dangers inherent in the situation, joined together in formulating a plan which would eliminate the confusion accompanying the loading and unloading of the buses. J. A. Fair, principal, appointed a committee to tackle the problem and within a week the Fuller school safety council was begun.

Joe Hudson, of the Arkansas department of education, Mrs. Martha Gublo, faculty sponsor, Mr. Fair and the boys and girls of Fuller instituted the following traffic safety program.

Some five or ten minutes prior to the close of the school day the buses line up on the campus driveway. About three minutes before the final bell student bus monitors leave their classes and proceed to their assigned buses where they are responsible for the proper loading of the pupils. These monitors remain on the buses, helping to maintain discipline and aiding in the unloading.

The younger children are assisted by the monitors in getting off at the right stops and, when the situation demands, are accompanied across the highway at their particular stop.

All pupils aren't on their own, however, from the time the last bell rings until the bus monitors take over. Those in the elementary grades —Fuller's student body is comprised of first through twelfth grade pupils—are escorted from their classrooms to the buses by room monitors.

One special group of monitors, made up of older high school boys, directs campus traffic. This group checks on the observance of traffic flow regulations which permit buses to leave the grounds first, followed, in turn, by bicycles, pedestrians and private cars.

Another feature of the program is the safety zone. Marked off with stone walks, it is strictly observed. Pupils are not permitted to pass through it at any time during the day.

That, briefly, is the bus safety program at Fuller—just one of many facets of the safety activities of the council.

Within a few months after its inception the council had drawn up a constitution which set

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TOM DODDS is an associate editor on the editorial staff of the National Safety Council.

st. joseph high school

Pupils Turn Tables, Teach Adults Safety

SIXTY SEVEN FRESHMAN high school pupils in St. Joseph, Missouri, are nearing the end of a seven-month campaign to cut the city's traffic death rate. The pupils are members of the common learnings class in Central High school, taught by Mrs. Veva Barber Tomlinson. Their campaign is intimately reaching thousands of the community's residents with a person-to-person appeal.

Early last fall the class was considering the unit, "Forming Opinions in a Democracy." The idea was to discover the meaning of propaganda, an organized effort to influence public opinion in a given direction. While the discussion was underway a St. Joseph newspaper carried a release from the St. Joseph Safety Council pointing to a fifty per cent increase in pedestrian-motor vehicle accidents.

That fact, the class decided, appeared to be something they could discuss, take action upon, and thus really learn the meaning of good propaganda.

With the consent of Marion E. Gibbins, principal, the class asked Walter D. Ladd, manager of the safety council, to visit them.

When Mr. Ladd was convinced that the pupils wanted to do more than talk with him about the problem they, jointly, mapped out a campaign.

If the pupils were to propagandize for pedestrian safety they would, first, have to be safe pedestrians, themselves. They would have to know the city's previous pedestrian accident record, they would have to learn the pedestrian regulations adopted by the city. These things they promised to do. They still wanted to propagandize for safety.

The program would cost money. The St. Joseph Safety Council agreed to furnish that and to help guide the program, with the under-

Pedestrian safety is no longer a generalization to this housewife who pledged herself to walk safely.

standing that the immediate leadership would come from the pupil group.

Two basic activities were decided upon: The distribution of 20,000 especially prepared, four-page, leaflets on pedestrian safety. The obtaining of 6,000 pledges that pedestrians would walk safely.

The leaflets were to be distributed, one at a time, to the homes in the city. When the householder had responded to a knock on the door, the pupil presented the folder, explained what they were doing, and asked the householder to sign and retain the pledge card.

The newspaper had given considerable space to the pupils' endeavors to cut the number of pedestrian accidents. The pupils were further identified by arm-bands, supplied by the safety council, bearing the insigne of "301 SAFETY SQUADRON (Central High School)." The name came from the room number where the pupils met.

This was not a one-period project, nor was it a released-time affair. The pupils worked after school and on weekends. Monte Burnham and Ray Sisson, elected co-chairmen of the project, went to the hospitals and asked to place signs on the hospital lawns. One of these is pictured here with the two boys.

Another group, headed by Bob Yaple, conducted a downtown survey of pedestrian traffic violations and found 632 violations among 7,500 pedestrians crossing one intersection on a busy afternoon.

The pupils kept a record of the signers of pledges. More than 4,000 persons who have been talked with about safety have pledged themselves to walk safely. Most of the leaflets have been distributed. The fifty per cent increase in pedestrian accidents has been slowed down. St. Joseph had only six fatal accidents last year instead of the eight which might have been anticipated.

In evaluating the project, Mrs. Tomlinson will accept as some measure of the worthwhileness the number of leaflets distributed and the number of pledges signed.

"Less tangible, but perhaps more important, have already been their comments on pedestrian safety," she continues.

"Individual enthusiasm, too, is an indication of the value of the work. The house-to-house canvass was conducted after school hours and during vacation.

"I would not have you think the situation is ideal. Like other teachers, I have some poor students. The enthusiasm of the others has held up."

Mr. Ladd says: "The safety council and police department are enthusiastic about the program as an aid in the city's pedestrian safety work. The newspapers have praised the group editorially.

"Several parents have said they notice a new sense of responsibility in their children. They are learning by doing — learning to speak, to write, to keep records and above all to meet people. Some of their parents tell me they have had to learn to walk safely, too.

"The '301' program will continue until near the close of school and even then there will not be time for all the activities that were planned. But interest has not flagged, and the youngsters are doing all they agreed to do and more, and they are doing it better than was expected."

Sixty seven members of a high school common learnings class are discovering the meaning of propaganda. This sign, erected on the grounds of a St. Joseph hospital, is one of the tools they are using to propagandize for safety.

Driver Education Is A Life Saving Course

by CHARLOTTE ECK

DRIVER EDUCATION is a life saving course. The automobile, whose numbers grew like a giant mushroom, has become a poisonous toadstool because of the carelessness and discourtesy of drivers due to the lack of proper compulsory educational facilities.

Education is the answer to this American scourge. We must learn how to operate a motor vehicle safely and we must continuously practice the skills of safe driving whether we are a driver, a passenger or a pedestrian. For no matter where we are, we are a possible target for any motor car within striking distance.

This indicates the tremendous responsibility given to the driver education teacher. That teacher is laying the basic foundation of safety. In handling hundreds of beginners he is indirectly guiding hundreds of the motor cars of tomorrow. How well that teacher impresses and instructs his students determines the attitudes and skills of the drivers who will be turned loose on the general public.

The selection of the teacher for our future drivers is very important. The driver education car is the wrong place to put a teacher who has not been successful to some degree in another teaching position. The dual-controlled car is not the place for the so-called "cast-off" teacher. Such a teacher in this situation can only spell failure in the worth-while field of driver education.

With hard work, enthusiasm, and patience, the teacher in the car can produce sportsmanlike drivers out of his average students or he can simply relax, do most of the driving and "take them for a ride" along with the general public. If any teacher selects the car work of driver education because he thinks it is a snap he is in for a rude awakening. The teacher is more or less on his own. There is little chance for constant supervision. There is great compensation in the work for it is one of the few teaching tasks where the instructor actually see the results.

The driver education program will be enriched if the teacher is a skillful, experienced driver, endowed with a desire to impart his knowledge of safety; if he is equipped with an over-abundance of patience and a cast-iron nervous system. He must realize that there are no two beginners exactly alike. The teacher must understand all the fears, inhibitions and personal peculiarities of each child. He must forever put the beginner at ease and be master of any and all situations. He will have a closer contact with each pupil than will any other teacher. He will find many opportunities for character building.

Beginning pupils are bound to be over-enthusiastic and thrilled about learning to drive and sometimes this enthusiasm completely overrides the seriousness of learning to drive safely. There will have been four or five lessons in the car before they begin to settle down unless the

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CHARLOTTE ECK is an instructor in the Dayton, Ohio, public school system. This article has been excerpted from a paper which she prepared for the 39th National Safety Congress.

teacher explains to them at the very first meeting just what is expected of them. There is bound to be an abundance of giggling to cover their nervousness and all near-accidents will be extremely funny unless the teacher, in the beginning, can impress upon his students that this is a serious business. The training car is a classroom on wheels and the conduct therein must follow the same formal pattern as in any other classroom. No teacher in any circumstance can do a good job of teaching without some form of discipline.

Many teachers spend the majority of the driving time in the car on lengthy explanations. The student is completely lost after the first few sentences. The teacher who can boil-down his verbal instructions to a few simple sentences, then reduce those sentences to a word or two or even a gesture, will see results in half the time. For example, suppose you wish to impress upon the student the safe way to use the foot brake. In your explanation tell him to press the brake instead of stepping on it. When the time comes for the student to use the brake warn him by simply drawing-out the word "e-a-s-y." Nine out of ten will make a smooth stop.

Teacher Is a Sculptor

The teacher in the training car is a sculptor modeling his pupils into safety-minded sportsman-like drivers. The teacher's own driving habits, his reaction to all situations, the tone of his voice and his entire personality will affect each learner. Every driving habit which the teacher has can be very easily transferred to the beginner.

The ideal situation is to have two students in the car with the teacher but due to pupil-cost this is very seldom realized. The student in the back seat becomes an attentive observer when he is alone but with another student or two he is inclined to place his interest in past or future school events.

Another item that would produce more skillful drivers would be to mix boys and girls in the training car. The boys will strive, way beyond measure, to maintain the superiority of the male and the girls will do their best to prove false that old worn out expression, "woman driver."

Some pupils naturally progress faster than others. The teacher should make adjustments when the degree of skill becomes apparent. Mary Smith may be ready for heavy city traffic while her partner in the car, John Brown, is still having difficulty finding the friction point of first gear. Both students will be retarded if left together. Mary will progress if placed with other pupils of equal abilities and John will lose his self-consciousness with others of his ability.

In my own pattern, I divide the semester into two parts. In the first, I emphasize the fundamental skills such as starting, stopping and turning in a district where there is a minimum of traffic. Gradually we work into the second phase which is handling the car in all types of traffic. The beginner is always surprised at the numerous mistakes of other motorists when he gets his first taste of defensive driving. He discovers that taking the right of way, even though entitled to it, could very easily lead to disaster. When the learner has overcome his initial fear, it is wise to observe, discuss and examine other drivers' mistakes

Trick to Teach Steering

Some beginners have great difficulty learning to steer an automobile. For those few the use of a small piece of adhesive tape can be a help. Place the tape at the top of the steering wheel and impress upon the student that the tape should always be in that position in driving straight-away. After each left or right turn the wheel must be turned until the tape is again on top.

How many fail to earn their state driver's license? Approximately ten per cent. This is an average. There is bound to be a group that does exceptionally fine work, acquiring driving skills in a minimum amount of time and with an average amount of effort from the teacher. The following semester the group may be way below average. The teacher will work doubly hard and apply every trick of the trade and still have fifty per cent failures. It is not wise to keep your mind on the average and to pass unskilled drivers. The teacher who does this has failed the general public and has defeated the purpose of producing skilled operators.

Academic "A" Drop-outs

Now and then the teacher will find a pupil, an academic "A", who has trouble learning to drive and who wants to drop out at the end of the first six weeks. This is a deplorable situation that should be studied and controlled by the car teacher, the classroom teacher, and the principal. The "A" pupil may lack the average amount of coordination and might have just as much difficulty learning to dance or play golf. What does it profit this bright youngster to gain the highest honor in his class only to become a statistic on graduation night by way

of his faulty driving habits in the family car? If the course in driver education were compulsory this situation probably wouldn't occur. It is far better to be a live average student with knowledge of skillful driving practices than a dead genius who neglected learning that skill.

No one ever learned to swim by practicing the strokes on a piano bench and no one will learn to operate a car properly by simply listening to the car teacher's verbal explanations. The car teacher should ever be mindful that his motto is "deeds not words." The learner spends but one-fifth of his time in the car and into that time must come concentrated practice of driving skills.

Rotating Pupils Is Helpful

It is wise and helpful to rotate the pupils. For example, you have three students, A, B, and C. Today A drives first, B second, and C third. The following week B drives first, C second, and A last; another change is made the third week. This gives each one an opportunity to drive away from the school building and by the third week, return the car to the school. This rotation may seem like a small thing but it has merit with self-conscious persons.

The practice driving which the learner gets in the family car is a great help but it is wise to encourage this only after the beginner has established some basic skills. This is somewhat like taking piano lessons. The piano student shows marked improvement in his weekly lesson if he has concentrated and practiced at home between lessons.

Before a pupil is granted his state operator's license he should have been schooled in almost every type of driving condition and exposed to every possible traffic situation. It is wise to throw the book at these beginners before they complete the course. It would be beneficial to have a lesson or two at night to check the learners' reactions to glare under actual driving conditions and their attitude in controlling their bright lights. In most schools there is no time allowed for night driving practice.

Try the Family Garage

A lesson or two at the end of the semester in driving in and out of the family garage is of great benefit. The winding drive-way, cement walls, mother's flower beds, trees, bushes, heavy street traffic, little children, and pets are some of the hazards faced in driving the family car. It builds driving skill and a great amount of confidence to operate the training car successfully over familiar grounds.

Another feature that will enrich the practice driving instruction, instill confidence in all parties concerned and cement good public relations, is to invite one of the pupils' parents to ride along during one of the lessons. This should be done after the pupil has become fairly skillful. This builds confidence between parent and child. It is of benefit to the car teacher, too, for he can acquaint the parent with the problems to be overcome.

Driver education is greatly enriched when the car teacher can successfully instruct the physically handicapped pupil as well as the normal one. Maybe a pupil has only one eye, or a deformed arm, a leg in a brace, a built-up shoe, one who is less than five feet tall or one who is five feet tall and just as wide. It is a credit to the car instructor and the driver education course if these handicapped folks become skillful operators of a motor vehicle.

Aids Enrich Classwork

The work in the car can be greatly enriched by the activities in the class room by the great selection of movies, literature, speakers, testing devices and by general discussion between teacher and class. Periodic visits to the classroom by the local police officer, the uniformed state patrolman and insurance representatives are most effective.

I wonder if every teacher on the training car has the same questioning feeling that I have on graduation day, the day these pupils get their state operator's license? "Have I made a mistake in giving this one or that one a license? Will these young people become expert drivers? Will these folks become a credit to the American motoring public or will they become victims of their own carelessness? Have all the sportsmanlike rules of the road become a 'part' of each pupil?"

Ford Has Series of Driver Education Films

PARKING THE CAR; DRIVING IN THE CITY; DRIVING ON THE HIGHWAY; DRIVING UNDER ADVERSE CONDITIONS; DRIVING AT NIGHT; CARE OF THE CAR. A series of six 16 mm. sound black and white films, issued by the Ford Motor Co., Dearborn, Michigan.

This series on driver education, available on free loan or purchase, was prepared with the counsel and advice of a committee of educators named by the National Commission on Safety Education of the NEA. Each film runs about 10 minutes.

97 Schools to Offer Summer Opportunities in Safety Education

Ninety-seven colleges in 36 states will offer courses in safety education during the 1952 summer session according to reports gathered by the school and college division of the National Safety Council.

A complete listing of schools and courses will be sent upon request to Jean Constantino, administrative assistant, school and college division, National Safety Council, 425 North Michigan avenue, Chicago.

Seven schools report that they are now or shall be offering a minor in safety education.

A National Conference on Safety Education in Elementary Schools will be held, August 18-22, on the campus of Indiana University, Bloomington, under the auspices of the National Commission on Safety Education of the National Education Association.

This is intended to be a working conference for elementary teachers, principals, supervisors and superintendents.

Since the available accommodations are limited, persons interested in attending should write immediately to Norman Key, N.E.A., 1201 Sixteenth St. N.W., Washington 6, D. C.

These schools are: Iowa State College, Cedar Falls; University of Massachusetts, Amherst; State Teachers College, Wayne, Nebraska; State Teachers College, East Stroudsburg, Pennsylvania; Indiana State Teachers College, Indiana, Pennsylvania; Texas Technical College, Lubbock; and University of Houston, Houston, Texas.

Responses to a questionnaire sent by the higher education committee of the school and college division indicate that 211 colleges in 46 states offered 391 courses in safety education and 179 courses in driver education during the 1950-51 school year.

The courses were offered in various departments. Leading was the health and physical education department where 80 schools offered courses; 38 schools offered safety in the education department courses; 11 in industrial arts. Others included printing, industrial engineering, professional curriculum, industrial education, vocational education, public safety institute, shop practice, mechanical engineering, business, and science.

The American Automobile Association reports that it is offering or cooperating in courses in driver education in 97 institutions. The Association of Casualty and Surety Companies will offer or cooperate in courses at 11 institutions. No report has been received, to date, from the Center for Safety Education, New York University.

Yale University Offers Ten Graduate Fellowships

Yale university's bureau of highway traffic is now accepting applications for ten graduate fellowships for the study of traffic engineering during the academic year 1952-53. Theodore M. Matson, director of the Yale highway traffic bureau, said that nine of the ten graduate fellowships are made available through a grant from the Automotive Safety Foundation. The other award is made available by the Rand McNally company of Chicago, Ill.

Offer Five Scholarships To Teen-Age Drivers

A national driving contest, intended to select the most skillful teen-age driver, will be held some time in August under the joint sponsorship of United States Junior Chamber of Commerce and the Liberty Mutual Insurance company.

Starting in June, Jaycee groups will supervise local contests in which teen-agers will demonstrate their skills in parking, driving in traffic, knowledge of traffic rules and safe driving practices.

Five finalists, selected from the winners of state contests, will be given college scholarships.

Education does not mean teaching people to know what they do not know; it means teaching them to behave as they do not behave.—John Ruskin.

Program for Safety in College Community

by GEORGE W. HARPER

"THE PROCESS OF EDUCATION can be greatly enhanced by providing a safe environment and creating safe attitudes. The awareness of correct conditions need not be taught specifically, and yet the student will develop proper habits that will remain with him through life.

"Thus, we have a two-fold value of a college community safety program: first, it provides the safe environment essential to campus living; and, at the same time, it sets a behavior pattern which will enable the future citizen to evaluate safety and safety performance throughout his life."

Those are the closing lines of the report by the subcommittee on Safety in the College Community of the Cincinnati Conference on Safety Education by Colleges and Universities. This is one of six subcommittee reports which were developed at the conference. In my way of thinking it deals with one of the most vital topics and one about which, unfortunately, too few people seem very greatly concerned.

We, as educators, are greatly concerned about the conduct of our young people. We set up proper restrictions regarding drinking and the use of automobiles and we are careful about the social affairs. Yet we give too little thought to the flammable decorations which are quite often used. We show off our modern buildings and laboratories and cannot see the open stairways, unguarded machinery, and unrestricted use of dangerous and hazardous chemicals and other materials. We pride ourselves on the high quality of our scholarship and our learned research programs, and close our eyes to both conditions and practices which can and do lead to accidental injury and fire. In fact, we refuse to keep adequate records of our accidents and injuries, claiming with blind conviction that "we don't have any" or "the injuries are of a minor nature."

This is not the case! Where studies have been made and where records are kept we find that the frequency and severity rates are well above the average of all industry and ten times greater than that of the best. Yet, we maintain that safety, accident prevention, and fire protection are minor problems. It is not my purpose to bore you with statistics, but see for yourself by compiling your own figures and comparing them with those published by the National Safety Council in *Accident Facts*.

Any college community safety program must include four specific phases if it is to be effective. Briefly, these are:

1) the elimination of unsafe acts and practices through adequate safety training;

2) the correction of unsafe conditions and the elimination of physical hazards by engineering revision and applied technology;

3) the fostering of safe attitudes through various promotional and avertising methods; and

4) the evaluation of results through adequate and up-to-date statistics.

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GEORGE W. HARPER is associate professor of mechanical engineering at the University of Illinois.

Build Nation's Biggest Elementary Council

by JANET H. SPRICKMAN

ELEMENTARY SCHOOL SAFETY council sessions so well attended, on Saturdays too, that they must be run in two shifts would be news anywhere. When the sessions are held in Chicago, where the community offers such a plethora of competing attractions, then the sessions become doubly newsworthy.

Yet that is just exactly the situation which confronts the Junior Safety Council of the Roman Catholic archdiocesan school system, a situation which the Chicago chapter of the American Red Cross, safety council sponsor, regards with some pride and a great deal of satisfaction.

The two shifts are comprised of more than 200 children each. They are held on alternate weeks.

It was in 1947, after many conferences had been held between the superintendent of the Roman Catholic archdiocesan school system, his assistant, and teachers and workers from the American Red Cross, that the ARC began its safety program.

It began modestly with the adoption, by the archdiocesan school system, of the ARC safety materials in the curriculum followed in the 375 elementary schools of the system.

In May, 1948, the Red Cross Safety Service staff formed the ARC Junior Safety Council for the elementary schools. Representatives from each school are invited to attend monthly meetings at chapter headquarters. The children see movies and playlets centered on safety, hear a special speaker, then report back to their individual schools. More than 200 children attend each session.

It could be that the caliber of the speakers asked by the Red Cross to address the meetings has some influence on the attendance. Representative of them are Rogers Hornsby, who for four years conducted a baseball school for the school children in Chicago, or Adolph Kiefer, former Olympic backstroke champion. Lacking a sports notable, the speaker may be a Battalion Chief of the fire department, or a patrolman from the Park District police, or some other person, connected with safety who has proven ability to make safety interesting to children.

Or it could be that the level of pupil activity is a controlling factor. The ARC Junior Safety Council of the Chicago archdiocesan school system is a "grass roots" organization. It is nutured, of course. But it has its foundation in the safety councils in the various 375 elementary schools.

There, a safety council is organized with representatives from each room, with a teacher-sponsor, with pupils filling the offices of chairman, vice-chairman, secretary, and committee members who work on publicity, traffic safety and other related subjects. They meet twice a month, often enough to forestall any lag in interest. They may make a tape recording of a session, or it may be some other activity

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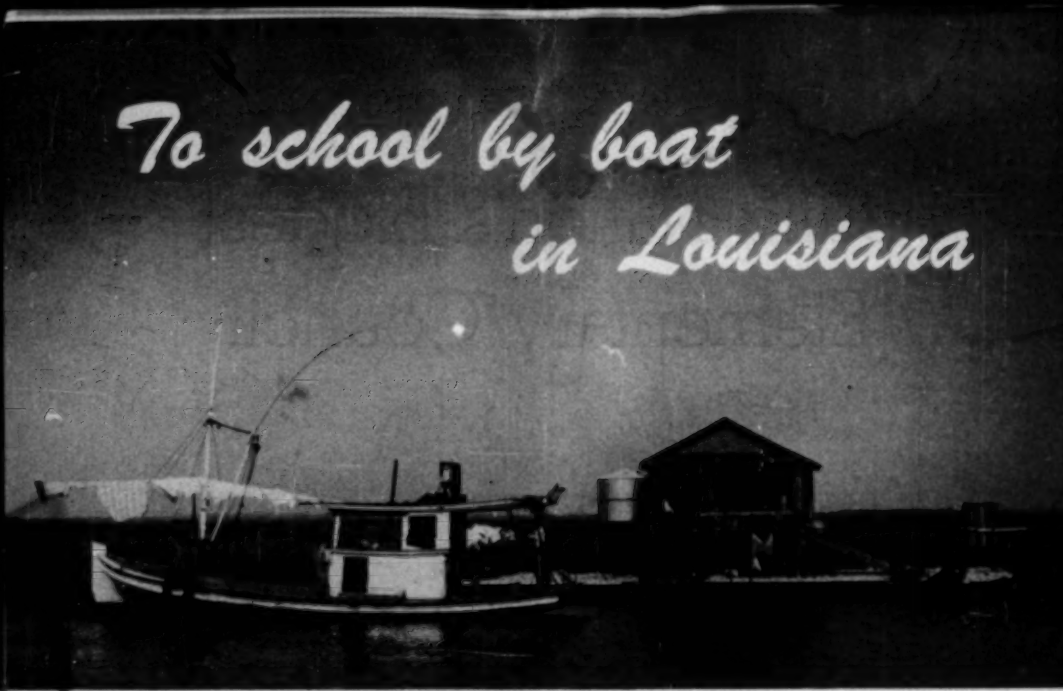
JANET H. SPRICKMAN is field representative of the Chicago chapter of the American Red Cross.

To school by boat in Louisiana



Picture 1

Picture 2

Picture 3

SOME CHILDREN, LIVING in six Louisiana parishes, use boats to get to school, according to Forrest Gaines, state supervisor of safety education, who, with Hurley Campbell, state department of education, took these and the cover pictures.

Monsieur Verdin, fisherman, operator of this bus-boat, lives about 20 miles from the Gulf of Mexico on Grand Bayou (No. 1) with his family (No. 2). He speaks French only but his children, five attend Larose Cutoff school, are bilingual.

"Alons, Papa!", they say, boarding the trawler (No. 3). Enroute they pass a hunting lodge (No. 4) and pick up the caretaker's children. On an oil company's private waterway they pass a tank battery and loading station (No. 5), later and underwater well (No. 6). Monsieur Verdin's son, familiar with the territory, studies (No. 7). Finally they arrive at the modern Lafourche parish school (No. 8).

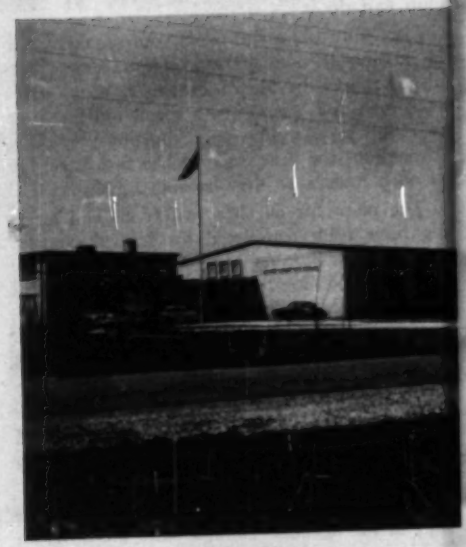
Bus patrols, traffic intersections, motor vehicle collisions? Not for these Louisiana children.

Picture 4

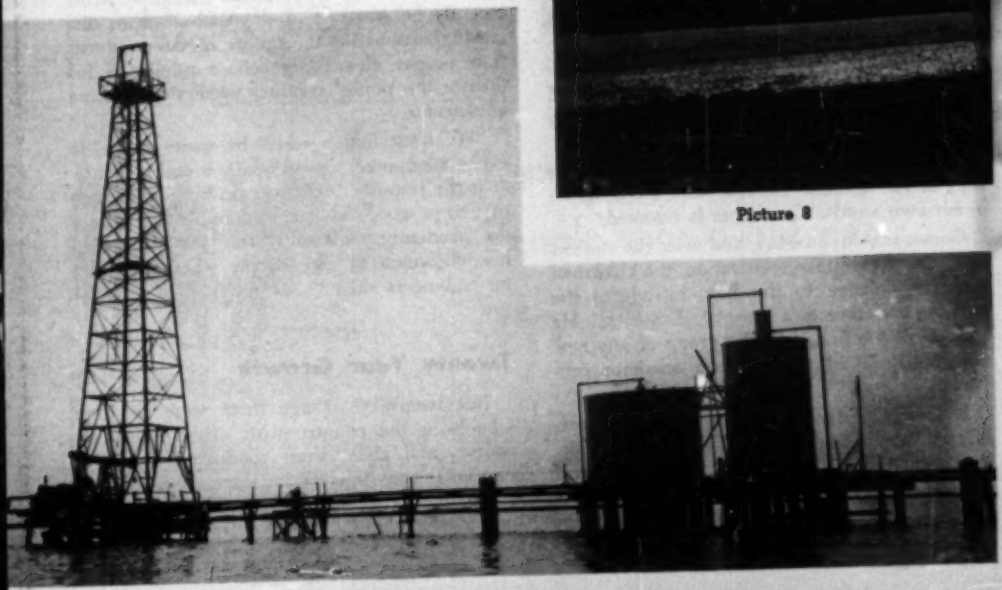
Picture 7

Picture 5

Picture 6



Picture 8



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Build Biggest

which will arouse enough enthusiasm that parents, teachers and pupils will work side by side.

These elementary safety councils feed selected personnel to the city-wide sessions at ARC headquarters.

They learn about fire safety in October, firearms safety in November, Christmas safety in December—following much the same order of topics as is covered by the National Safety Council's Lesson Unit series. First aid, home safety, bicycle safety, traffic safety and summer safety are covered from January to May.

As far as I know this Chicago Junior Safety Council is the largest of its kind in the country. But a community of any size can organize one as successful. It doesn't matter who sponsors it. Any interested organization such as the local safety council, motor club, Red Cross or Lions club can do it.

Plan your topics and select your speakers well in advance. Some of our speakers are scheduled six months ahead of the meeting date. Pick men and women who speak well in front of children. Arrange your meetings regularly throughout the year, such as the first Saturday of each month, so they become a habit.

The plans for our May safety council meeting have been completed for several months. Our topic is "Summer Safety"—primarily safety relating to boating and swimming. We arranged the date with Adolph Kiefer, our May speaker, in March. We schedule our films and equipment for the two Saturdays on which we need them.

A school has promised a skit on hiking safety. We will send the notice of the meeting around about May 1 in the *Safety Siren*, the monthly newsletter.

The student chairman of the meeting has a copy of the agenda. He can write the program in his own words. Our room is reserved.

Comes the day in May, and after the student host and hostess take registration, the chairman leads the pledge to the flag, introduces the speaker and directs a general discussion. He announces the film, tells the group of any new meetings, and adjourns after a one-hour program.

It doesn't take much time to plan these meetings and we believe the results are worthwhile. We *are* lowering the accident rate. Between the use of the ARC materials in the classrooms and the Junior Safety Council we have managed to maintain a high interest in safety. We hope it will carry over as the children progress into high school, college and adult life. We don't have a perfect program. Nor do all the schools in the area participate fully. Those schools that have not yet participated supply the incentive for next year's effort.

Andrews Resigns as Safety Council's Editorial Director

Bill Andrews, editorial director of the National Safety Council since 1945, has resigned to accept a call as lay missionary to Calvary Episcopal church, Round-up, Montana, and to study for examinations leading to ordination.

He leaves the council June 1.

Mr. Andrews has editorial responsibility for the nine magazines of the National Safety Council, including SAFETY EDUCATION. He was an occasional contributor to the magazine. Most recently he was one of the lead-off team discussing reasons for the failure of safety education taught elementary school pupils to influence the pupils' conduct when they become adolescents.

"We must find a way," he wrote then, "to evoke a response, an essentially moral response. It is the response of the person humble enough to accept good advice, responsible enough to act prudently, sufficiently full of the love of his fellowmen to care deeply whether or not he endangers them."

Twenty Year Growth

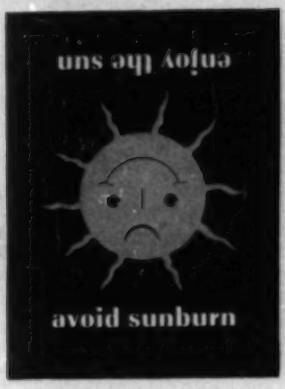
Just twenty years ago there were six high schools in the country with driver education courses and these were conducted as extra-curricular activities. Today there are more than 7,000 high schools offering regular courses in driver education.

May, 1952

Lower Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

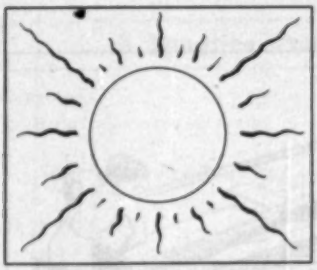
Teaching language arts, social studies and safety



Sketch 9323A

Avoid Sunburn—Enjoy the Sun

VACATION SAFETY



1. I shine.
   I make it warm.
   I can burn people.
   I am the _____.

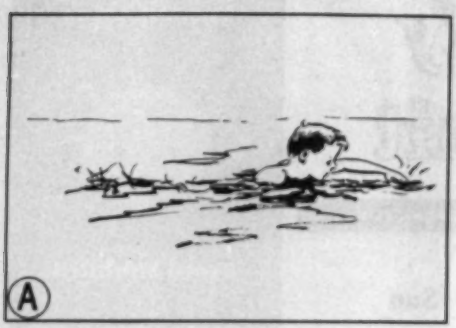
2. Cars ride on me.
   Children should not
   play on me.
   I am a _____.

3. I am a wild animal.*
   People should not pet
   me. I am a _____.

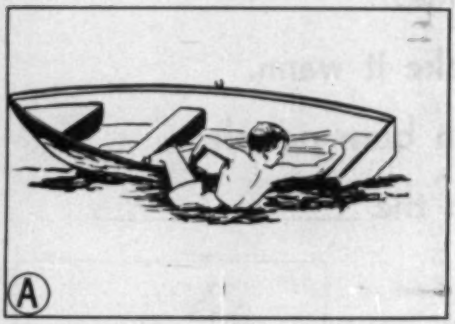
*Note to teachers: According to the National Park Service every year more and more people are being mauled and hurt by bears in the National Parks. It is important not to feed or pet bears.

Prepared under the direction of Helen Halter Long, principal, Mamaroneck Jr. High School, Mamaroneck, N. Y.; and Forrest E. Long, professor of education, New York University, New York, N. Y. 1 to 9 copies of this unit, 6 cents each. Lower prices for larger quantities. Printed in U.S.A.

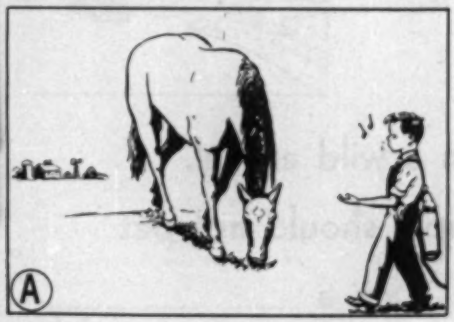
Vacation Safety Test

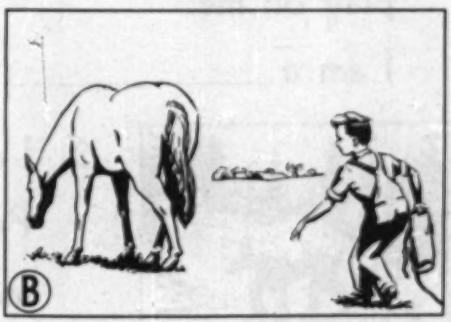


1. Which is the safe way to swim?



2. Which is the safe way to climb back into a boat?





3. Which is the safe way to go up to a horse or farm animal?*

*Note to teachers: Children should know that all bulls are dangerous and should be taught to stay away from them.

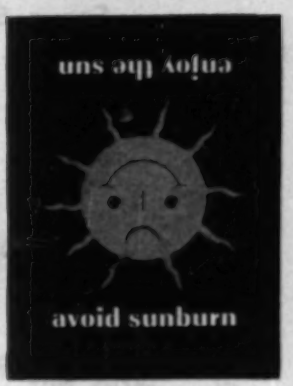
Answers: 1. Sun. 2. street or road. 3. bear. Vacation Test: 1. B; 2. B; 3. A.

May, 1952

Upper Elementary Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

Teaching language arts, social studies and safety



Sketch 9323A

Avoid Sunburn—Enjoy the Sun

VACATION SAFETY

A Vacation Test

Copy and
Underline all correct answers.

1. When you first stay out in the sun, it should be for

a few hours a few minutes

2. Campfires should be kept

small large

3. Unless he is wearing a life preserver, a non-swimmer should not go out in a

canoe rowboat sailboat

4. Hikers should wear

low shoes high shoes tennis shoes

5. When you play, use

a yard the street a playground

Answers: Vacation Test: 1. a few minutes; 2. small; 3. canoe, rowboat, sailboat; 4. high shoes; 5. yard, playground. First Aid—Illness—1. serious or dangerous; 2. open; 3. clean. Sunburn—1. covered; 2. gradual; 3. doctor. Eye—1. smaller; 2. infection; 3. X 4. doctor or nurse. Treating an Injury Yourself—1. clean; 2. dirty; 3. wound.

If You Travel

To the National Parks—Tourists, Beware of the Bear!

Forest rangers are worried because many tourists seem to think that bears are cute and cuddly. Every year the number of people who have been hurt by bears has been increasing. Bears are wild animals and should not be fed or petted. Even a bear that seems "tame" may suddenly maul, scar or kill.

To the Country—City Dudes, Beware of Farm Machinery and Farm Animals!

Remember that tractors are not playthings. Hundreds of people are hurt on tractors every year. Don't ride with a driver on a tractor. Only the driver should ride a tractor.

Approach farm animals from the front, whistling or talking as you walk toward them. Stay away from bulls. All bulls are dangerous, even "tame" ones.

To the City — Farm Visitors, Beware of City Traffic!

Remember to keep alert when crossing streets. Don't play in the streets or dash out from between parked cars.

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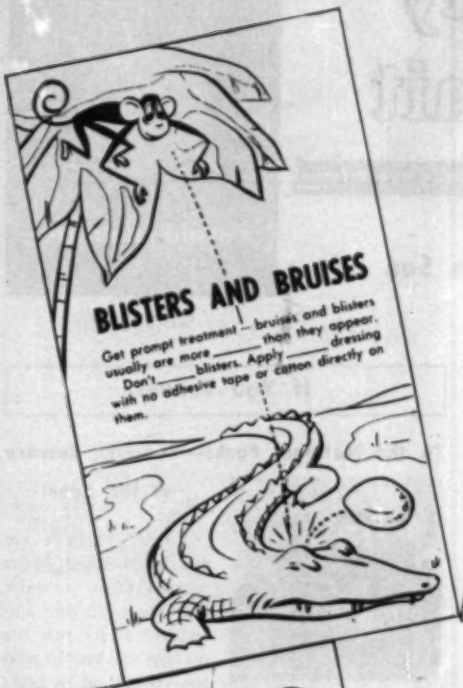
For a Safe Vacation—Learn First Aid

Copy and
Fill in the blanks.



BLISTERS AND BRUISES

Get prompt treatment — bruises and blisters usually are more _____ than they appear. Don't _____ blisters. Apply _____ dressing with no adhesive tape or cotton directly on them.

SUNBURN... SUNSTROKE...

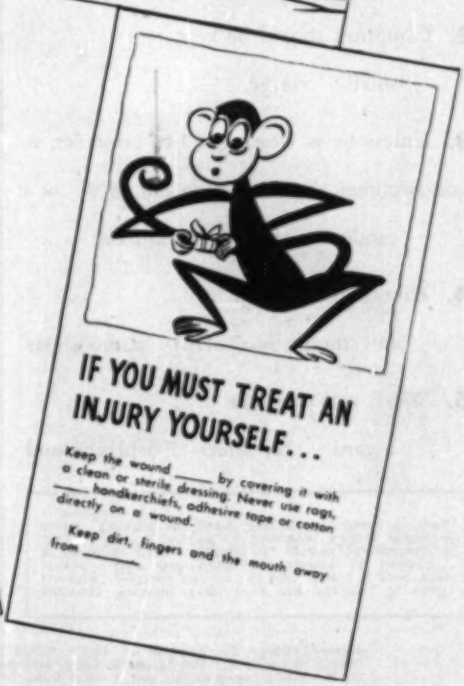
Avoid sunstroke by keeping the head _____ and wearing light clothing.

Take sun in _____ doses until your tan protects you. Treat mild sunburn like other burns; for a bad case see a _____

SOMETHING IN THE EYE

Get prompt treatment. Even the _____ particle may irritate the eye and cause a serious _____

It is "worst aid" to let anyone except a _____ or _____ remove anything from your eye.



IF YOU MUST TREAT AN INJURY YOURSELF...

Keep the wound _____ by covering it with a clean or sterile dressing. Never use rags, _____ handkerchiefs, adhesive tape or cotton directly on a wound.

Keep dirt, fingers and the mouth away from _____

Junior High Safety Lesson Unit

May, 1952

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, social studies, physical education, guidance and homeroom

Sketch 9324A

For Summer Fun—Safety

WATER SAFETY

Know How to Swim

1. If you don't know how to swim, are you, as a high school student, too old to learn?

2. More than three-fourths of the people who drown annually are boys and men. How do you account for this high percentage of drownings among boys and men?

3. John Griffin, one of the few survivors of the Pelican fishing boat disaster of last September, was mocked as "chicken" when he went below to pick up and fasten on a life preserver. His friends died. How many of your crowd would be able to take the taunts of friends in order to carry out a safety measure?

4. Should you go out in a small boat if you don't know how to swim?

5. What to your mind is the most important safety precaution which swimmers should take? People going boating?

A Project—Write a series of "radio" announcements on water safety. Plan to announce these safety reminders in your class or over the school public address system.

Answers—Water Safety Test: 1. F; 2. F; 3. T; 4. T; 5. F; 6. T; 7. F; 8. F; 9. T; 10. T; 11. T; 12. T; 13. T; 14. F; 15. T; 16. T; 17. T; 18. T; 19. F; 20. T; 21. F; 22. F; 23. T; 24. T; 25. T; 26. F; 27. F; 28. T; 29. T; 30. T.

Know How to Fish

Draw a series of pictures to show the following hints for fishermen.

1. Detach hooks or plugs before carrying fishing lines.

2. Don't crowd other fishermen when fishing.

3. Don't cast over someone's head.

4. Cast overhand only, especially from a boat.

5. Do not jerk a fish out of water because it may swing and cause a hook injury.

6. Hold fish firmly while removing the hook so that flopping does not drive the hook into the hand.

7. Before removing the hook, stun large game fish such as pike, pickerel, or muskellunge with a short club.

8. If wading is necessary, test each step in advance because loss of footing may throw the fisherman in deep or rapid water.

9. Don't trust flat, underwater rocks; they are usually very slippery.

10. On a fishing trip carry a first-aid kit including a pair of cutting pliers and a bottle of antiseptic.

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Copy and

Mark True or False

____ **1.** It is all right for experienced swimmers to swim alone.

____ **2.** Cold water is so invigorating to a swimmer that he can swim a longer distance without exhaustion than he can in warm water.

____ **3.** To overcome a leg cramp while swimming, draw your knees up to your chest, massage and move your cramped foot or leg while you are in a "face float" position.

____ **4.** Diving into unknown waters may be suicidal if there should be large rocks or submerged logs.

____ **5.** A swimmer in trouble should keep hands and arms above water and call for help as continuously as possible.

____ **6.** If a person is in distress in the water, try to reach him by boat, or, if you are near enough, hold something for him to grasp so he may be pulled in; swimming rescue should be attempted only by experienced swimmers.

____ **7.** Lifeguards should allow skilled swimmers to swim outside the supervised area.

____ **8.** Horseplay on dock, beach, or pool deck should be allowed only up to the point where someone gets rough.

____ **9.** Boys and men should be especially careful of foolhardy or "grandstand" actions in the water since about seven-eighths of the drownings are boys or men.

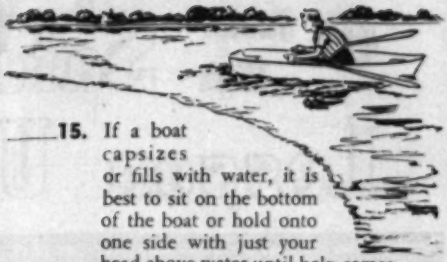
____ **10.** At the beginning of a swimming season it is wise to "take it easy" to prevent strain on the heart.

____ **11.** A boat is properly loaded when it feels light at the oars.

____ **12.** People who don't swim should not go out in a boat unless they wear life preservers.

____ **13.** The proper way to step into a boat is placing your foot in the middle of the boat so that your weight is centered.

____ **14.** If you fall into the water from a boat, climb back over the side.



____ **15.** If a boat capsizes or fills with water, it is best to sit on the bottom of the boat or hold onto one side with just your head above water until help comes.

____ **16.** Change seats in a boat only if necessary; always warn all passengers before moving.

____ **17.** Luggage in a boat should always be stored in the bottom of the boat in the center.

____ **18.** All small boats should be equipped with an extra oar or paddle and bailing can.

____ **19.** Refuel motor boats when the engine is running.

____ **20.** If fuel is spilled on the boat motor, dry it or wait until it completely evaporates, before starting the motor.

____ **21.** It is important not to touch the opposite boat gunwale while leaning on one boat gunwale.

____ **22.** The safest way to leave a boat is to jump from the boat to the dock.

____ **23.** Small boats should keep away from big boats, especially at night.

____ **24.** River current or tide is dangerous; therefore go upward or upstream first and return with the wind or current.

____ **25.** Before large swells reach a small boat, head toward them and slow down so that they will slide from end to end.

____ **26.** If your boat is in trouble in a strong sea, go as fast as possible against the sea.

____ **27.** In case of trouble in a swift current try to grab for trees or bushes along the bank to slow up.

____ **28.** Avoid going too far out into a lake because offshore winds may make the center of a lake dangerously rough even though the water is smooth near shore.

____ **29.** Most small boats will support several persons even though filled with water.

____ **30.** If someone falls overboard, grab him quickly and hang on if possible. Get him into a life belt if one is available before trying to get him into the boat.

May, 1952

Senior High Safety Lesson Unit

SCHOOL AND COLLEGE DIVISION—NATIONAL SAFETY COUNCIL—CHICAGO 11, ILL.

For use in English, art, American history, American problems, guidance and homeroom

Sketch 9324A

For Summer Fun—Safety

WATER SAFETY

Famous Last Lines

Write or draw the sequel to each of the following.

1. "If the rest of you don't feel like swimming, that is all right with me. I've been swimming alone before and I'll do all right without any of you."

2. "You can't swim out too far for me. I don't get tired swimming."

3. "Mary won't need a life preserver. Jim is wonderful at handling the boat."

4. "It won't hurt to get a little more suntan. The sun is under the clouds anyway."

5. "Isn't the bear cute? He's tame. I'm going to feed him. He wouldn't hurt a soul."

For Discussion

What can be done to prevent such tragic occurrences as the following true newspaper account.

Nashville, Tenn., May 3. Byron _____'s companions laughed when he screamed for help and dropped out of sight in a lake yesterday. An hour later the 17 year old boy's body was recovered.

Lester _____, one of Byron's friends, said the boy was a good swimmer and "a great kidder—if we'd only known he wasn't kidding."

Answers. Going Fishing: 1. hooks or plugs; 2. distance; 3. cast; 4. boat; 5. bite; 6. accuracy; 7. bait, worms, grasshoppers, etc.; 8. stun or hit; 9. pliers; 10. test; 11. deep; 12. slippery. Water Safety Test: 1. F; 2. F; 3. T; 4. T; 5. F; 6. T; 7. F; 8. F; 9. T; 10. T; 11. T; 12. T; 13. T; 14. F; 15. T; 16. T; 17. T; 18. T; 19. F; 20. T; 21. F; 22. F; 23. T; 24. T; 25. T; 26. F; 27. F; 28. T; 29. T; 30. T.

Going Fishing with Him? (or Her?)

Copy and
Fill in the blanks.

1. Don't carry fishing lines with _____ attached.

2. Keep plenty of _____ between yourself and other fishermen.

3. Don't _____ over someone's head.

4. Cast overhand only, especially from a _____.

5. Do not _____ a fish out of water. It may swing and cause a hook injury.

6. Hold the fish _____ while removing the hook so that flopping does not drive the hook into the hand.

7. Have a firm grip on the bait when baiting the hook with live bait because slippery _____ can cause an injury.

8. Before removing the hook, _____ large game fish such as pike, pickerel, muskellunge with a short club.

9. On a fishing trip carry a first-aid kit including a pair of cutting _____ and a bottle of antiseptic.

10. If wading is necessary, _____ each step in advance because loss of footing may throw the fisherman in deep or rapid water.

11. Many stream and pools have underwater shelves or other sudden drops into _____ water.

12. Don't trust flat, underwater rocks, they are usually very _____.

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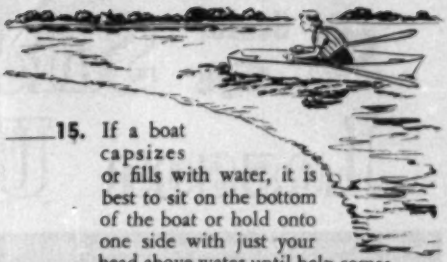

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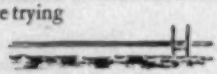

Re-Examine Goals

from page 2

teams, automobile registration and storage, safe driving clubs and home safety clubs.

To be effective, the school safety program must carry over into all of life's activities. There is no better way of judging these results than through the accident experience of the summer vacation period. Have the pupils' safety habits and attitudes been sufficiently developed to carry them through the summer months without a mishap, even though they engage in more hazardous activities with greater freedom and less supervision? Will their choice of summer activities prove to be a successful and happy experience or one curtailed by unnecessary accidents?

It is the opinion of governmental authorities that civil defense will be an important part of American life for some time to come. Can your school or school system answer these questions favorably?

Has provision been made for pupil protection within the school building?

Have pupils practiced what to do in case that an atomic attack occurs when they are at home, on the street, or at school?

Is first aid instruction carried on at all levels of school life?

Is the school role in the total civil defense program clearly established?

Are the civil defense tenets of self-aid and mutual aid emphasized wherever possible?

The inter-relationship between the school's and the community's safety programs merits careful thought. The establishment of effective relations between the school safety program and that of the community is as much an essential factor in the efficiency of both as are human relations between individuals.

Safety knowledge, habits and attitudes must transcend the school environment and reach into the home and the community. It is only by working together, school and community, that the ultimate goals of safety education can be reached. Community organizations must not only be a source of information and assistance for the school safety programs, but these groups must also find the school ready to cooperate in all aspects of the common cause. The school safety education program may then be conceived as the delineation of a circle ever widening in its support, its effectiveness and its implications.

Driver Ed. Graduates Set Toledo Record

Fourty four per cent of the 11,000 persons involved in the 4,442 traffic accidents which occurred in Toledo, Ohio, in 1949 were members of the 16 to 24 year age group.

In the same year there were, driving on the streets of Toledo, 962 members of the same age group who were graduates of Toledo's driver education courses and who had at least one year's exposure to traffic accidents. This latter group was involved in 39 accidents, only 26 of these were chargeable to the group.

This means, according to a recent study made by A. D. Florence of the safety education department of the Toledo public schools, that graduates of Todelo's driver education courses had one-eleventh as many accidents as did drivers in the same age group who did not have training in driver education. Or, if chargeable accidents only are counted, the ratio is better than 1:12.

The figures, the report states, are approximates but are close enough to give a very good idea of the excellent results which are being obtained from driver education courses.

for

SAFETY PATROL EQUIPMENT

Send for new circular of Sam Browne Belts, Arm Bands, Badges, Safety and School Buttons.

We can furnish the Sam Browne Belts in the following grade—adjustable in size.

The "Bull Dog" Brand Best Grade For Long Wear White Webbing 2" wide at $15.00 Per Doz. $1.50 each small lots.

3¼" ARM BANDS

Celluloid front—metal back. Web strap and buckle attachment.
No. 33 Blue on white JUNIOR SAFETY PATROL.
No. 44 Green on white.
SAFETY COUNCIL PATROL UNIVERSAL SAFETY WITH TITLE PATROLMAN OR CAPTAIN

Per Dozen .....$5.00 Lots of 50.....28c each
Lots of 25.....30c each Lots of 100.....25c each

SIGNAL FLAGS—12x18 Inches

Red cotton bunting, white lettering, "SAFETY PATROL."
Per dozen.....$6.00 Less than dozen.....$1.00 each

Write for our Safety Patrol Circular
OUR RECORD 52 YEARS

AMERICAN BADGE COMPANY

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College Community

from page 18

If these are the objectives, and I trust you will accept them, the next problem is: How do we make them effective? I wish I could say that there are many colleges and universities which have such a program to which we could refer. While there are several programs in operation, among those that have come to my attention none are comprehensive or even pretend to be complete. I would like, therefore, to suggest a program which has been set up in the attempt to reach students, staff and non-academic personnel with a complete safety program. We trust that this will soon be in operation and that the experience gained by its application can be available to others in the near future.

Basically, the program consists of three separated phases. These are:

Administration and policy;

A staff for executive action; and

A committee organization to carry on the program with all groups on the campus.

To implement the first phase is a group of five academic appointees who are in direct charge of the whole safety and fire protection program. This group is responsible to the president and acts for him. However, the executive head holds veto power over their actions. They are charged with the development of policies, creation of safety codes, and with creating and maintaining the complete program.

To implement the second phase it is recommended that a safety director, safety inspector, fire inspector and a clerk be appointed. The duties of these people consist of the actual day-to-day routine details in the five fields of safety and fire prevention, which are:

1) inspection and follow-up;

2) investigation of injuries and accidents and the making of recommendations;

3) keeping records, statistics, and evaluating the program;

4) promoting advertising and maintaining interest; and

5) organizing safety committees and holding safety meetings.

The implementation of the third phase involves every department, student organization and employee group in the university. Actually, this safety committee organization consists of three levels. In the first place, we anticipate an initial group of some fifty safety committees representing some of the people on the campus. These groups will hold monthly meetings, keep minutes, and in general be responsible for the safety efforts of the group they represent. It is highly possible that these fifty committees could become 150 as the program develops.

The next level of committee work would be the central safety committee comprised of the chairmen of all these smaller groups. The name could well be The University Safety Council, although that has not been determined. Because of the size, it is the present thinking that quarterly meetings would be sufficient.

These meetings would be largely in the form of safety rallies with outside speakers and other special features. At one of the initial meetings this group would elect an executive committee which would meet monthly and transact the business brought before it by the other committees. This latter group is the third level mentioned. Members would work in close cooperation with the board and staff.

Those of you who have knowledge of an industrial safety program will recognize that this proposed organization parallels it in many respects. However, it is much larger in size and is comprised of groups with widely divergent interests. This, we believe, will be effective and bring greater environmental safety to our campus as well as encourage safety as a way of life.

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Louisville Playground Accidents

from page 3

Twenty-five schools (two junior high and 23 elementary) now have asphalt-surfaced playgrounds. These schools carried a January membership of 13,007 pupils, about one-third of the total January membership of 41,819. It might be expected that one-third of the playground accidents would occur at these schools. However, they accounted for 17.5 per cent of the total number of playground accidents and 12.6 per cent of the days lost.

When accidents which do not relate to surfacing are taken into account, schools with paved playgrounds had 12.4 per cent of the accidents. These represented 4.6 per cent of the days lost. This figure is obtained by striking from the computation of surface-related accidents such mishaps as scratching hand or eye, a foreign body in the eye, and sprained ankles.

Surfacing makes playgrounds available most of the year since paved playgrounds are not muddy and dry quickly. Accident exposure, therefore, would be greater on surfaced than on unsurfaced playgrounds because of the greater usage.

MARY MAY WYMAN is supervisor of safety and special education for the public schools of Louisville, Kentucky.

Playground Safety

from page 6

small children has increased with their close association with them.

Careful and continuous instruction in the correct use of apparatus, leading the children to assume their share of responsibility, has helped to make activities on apparatus compare most favorably in terms of safety with other types of physical activities.

The *best* playground and the *best* organization are yet to be found. But cooperative, coordinated planning is helping to make playtime a safe and a thrilling experience for Bill and for every other child.

PATTRIC RUTH O'KEEFE is the director of health and physical education for the public schools of Kansas City, Missouri.

Bus Safety

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up the following divisions, the titles of which are an indication of the scope of the program: board of directors, bus monitors, pedestrian monitors, building and ground monitors, bicycle monitors, first aid monitors, and fire drill monitors.

The membership requirements established by the constitution stipulate that there must be a need for a new member before a student may make application to join the council, that he or she must serve a trial period, must be approved by the council executive, the teacher sponsor, and the school principal.

If the prospective member fulfills all of these requirements he is then voted on by the council and, if accepted, takes the safety council pledge.

Therein lies the basis for another contribution of the program. For Fuller pupils it is a real honor, not an onerous duty, to belong to the organization. The council has helped to develop leadership among the students and has noticeably improved the citizenship of the entire school.

Since its beginnings, the council has expanded into junior and senior divisions.

In September, 1950, the Fuller school's junior division was one of eight chosen for final judging from the more than 5,000 schools entering the Roy Rogers Safety Award.

The senior division of the council meets twice a month at which time one of its main duties is to hear and act on suggestions from teachers, pupils, and other interested parties for remedying unsafe conditions or improving existing safety procedures.

All work and no play doesn't hold true at Fuller. At various times throughout the year there are parties and sometimes special outings for members of the council. Many of these activities are sponsored by adult members of the community who, in this way, show their appreciation of the youngsters' accomplishments.

The safety council has become an integral part of the Fuller school. It has provided an opportunity for pupils, teachers and community adults to join together in building and planning for a safer future. And, perhaps most important of all, the pioneering Fuller safety council serves as an outstanding example of what can be done in rural school safety.

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Learning is useless unless child lives. Nov., 6.

Magazines
New magazine issue on safety. Mar., 37.
Sociology journal issue is devoted to safety. Mar., 40.

Make each child a member of a safety patrol (Crawford). Mar., 12.

Manley, C. Benton, and others
What's wrong with our instruction in safety? Feb., 14.

Mann, James W.
"Laying down the law" may defeat safety. Apr., 11.

Mann, James W., Bill Andrews and Zenas R. Clark
Assess causes for lack of carry-over. Jan., 17.

Maps, *see Schools—To and From*

Martin, Marjorie F.
New Mexico plan for bus driver training. Mar., 2.

Mentally retarded
A way to teach safety to the mentally retarded (Gilbert). Apr., 8.

Metropolitan Life Insurance Co.
An aggressive program lowers accident toll. Dec., 24.

Miller, H. Gene
Particulars of 300 pupil accidents. Dec., 12.

Mines
Safety is integral in coal mining course (Hortin). Feb., 4.

Minnesota youngsters take patrol pledge. Nov., 13.

Morris, Wessel
Driver education supervisor. Sept., 29.

Motion pictures, *see Visual education*

Motor vehicle speed (Safety education data sheet—No. 55). Sept., 11.

Motor vehicles
Driving safety (Safety lesson unit—High). Apr., 34.
Help young citizens face traffic problems (Korber and Bard). Oct., 1.
Motor vehicle speed (Safety education data sheet—No. 55). Sept., 11.
Photograph. Nov., 1.
Speed law passed in 1678. Mar., 26.

See also *Drivers and driving; School buses; Street traffic*
Motor vehicles—Statistics
British school boys mowed down by bus (Over my shoulder). Jan., 1.
Driver ed. graduates set Toledo record. May, 31.
Florida reports 66 school bus accidents. Mar., 39.
The national accident fatality toll. Mar., 14.
Nights most hazardous, Minnesota study shows. Jan., 10.
1950 motor-vehicle death rates (Safety lesson unit—High). Apr., 34.
1951 fatality toll (Over my shoulder). Mar., 1.
Oklahoma reports 100 school bus accidents. Mar., 38.
Safety education 1st health need. Apr., 2.
School bus accidents kill 27, injure 864 (Telford). Jan., 14.
3,325 bus accidents reported by 39 states. Mar., 38.
Youth's death rate double children's. Jan., 17.

N

The national accident fatality toll. Mar., 14.
National Education Association
New secretary of the National Commission on Safety Education is Norman Key. Sept., 18.
Two NEA bulletins on safety. Mar., 39.
National Safety Council
Andrews resigns as Safety Council's editorial director. May, 22.
Name Brown new member of School and College staff. Apr., 23.
Recommended standards for administration. Dec., 7.
13 college choirs on Green Cross song fest. Jan., 25.
We have not yet found most effective method (Cox). Feb., 3.
National Safety Council—Congress
Congress to bring experts to Chicago. Sept., 4.
School and college division program. Oct., 5.
Some Congress speakers. Oct., 8.
2,326 attendances at school sessions. Dec., 25.
National Safety Council—Publications
Every teacher should be a teacher of safety (Corbally). Mar., 13.
New editor. Sept., 30.
A tool to win support from non-school public (Shinn). Feb., 8.
National Society for Crippled Children and Adults
Louise Baker to Easter seal agency. Oct., 36.
Neuls, Willard F.
Professional firemen teach fire prevention. Oct., 13.
New body contact game offers fewer hazards (Hanford). Feb., 17.
New Mexico School Bus Drivers' Association
New Mexico plan for bus driver training (Martin). Mar., 2.
A new style of reporting pays dividends in safety (Conley). Sept., 15.
New York City schools evaluate roadometer. Mar., 26.
Newspapers
"Tattle" is a little paper with a very big message. Jan., 5.
Night driving
Driving safety (Safety lesson unit—High). Apr., 31.
Motor vehicle speed (Safety education data sheet—No. 55). Sept., 14.
Nights most hazardous, Minnesota study shows. Jan., 10.
1950 motor-vehicle death rates (Safety lesson unit—High). Apr., 34.
1951 fatality toll (Over my shoulder). Mar., 1.
1952-1953 elementary lesson units (Weedon). Apr., 14.
1952-1953 secondary lesson units (Telford). Apr., 16.
The normal way to live (Gilliland). Mar., 19.
97 schools to offer summer opportunities in safety education. May, 17.

O

O'Keefe, Pattric Ruth
Playground safety through planning. May, 3.
100,000th graduate. Sept., 27.
Over my shoulder. Nov.-May, 1.

P

Parent-teacher activities
"Laying down the law" may defeat safety (Mann). Apr., 11.
Parris, Wendall A.
Some clues to help start school safety program. Apr., 18.
Particulars of 900 pupil accidents (Miller). Dec., 12.
Pedestrian safety (Safety lesson unit—Elementary). Sept., 19.
Pedestrian safety (Safety lesson unit—High). Jan., 31.
Pedestrians
Aids help to teach pedestrian safety (McCaslin). Apr., 22.
Michigan reduces pedestrian deaths. Mar., 23.
Pedestrian safety (Safety lesson unit—Elementary). Sept., 19.
Pedestrian safety (Safety lesson unit—High). Jan., 31.
Pupils turn tables, teach adults safety. May, 12.
Transportation safety (Safety lesson unit—Elementary). Feb., 27.
Winter walking (Safety education data sheet—No. 58). Jan., 23.
Pediatricians ask for standards on safe toys. May, 7.
Playgrounds
Louisville playground accidents (Wyman). May, 3.
Playground safety through planning (O'Keefe). May, 3.
Plays
Water safety (Safety lesson unit—Elementary). Apr., 28.
Pledges
Pupils turn tables, teach adults safety. May, 13.
Safety patrol members sworn in by Minnesota Governor. Nov., 13.
The plus and minus of safety education (Whitney). Sept., 1.
Poems
Christmas Eve (Over my shoulder) (Andrews). Jan., 1.
From Whitaker to Hicks to Hughes. Sept., 27.
When outside safety experts come . . . (Over my shoulder) (Barrick). Nov., 1.
Police
Approve women guards for school crossings (Corbett). Nov., 10.
"Laying down the law" may defeat safety. Apr., 12.
Safety week a tool to get cooperation (Abramoski). Nov., 14.
Posters
AAA announces eighth national poster contest. Jan., 25.
Driving safety (Safety lesson unit—High). Apr., 32.
McKinley Vocational High School wins honor roll award. Nov., 20.
1952-1953 Elementary lesson units Weedon). Apr., 14.
1952-1953 Secondary lesson units (Telford). Apr., 16.
Unlike "Topsy," safety doesn't just grow up (Leonard). Feb., 25.
Professional firemen teach fire prevention (Neuls). Oct., 13.
Program for safety in college community (Harper). May, 18.
Projects help teach children to be safe (Gelder). Feb., 7.
Protective devices (Safety lesson unit—Elementary). Nov., 27.
Psychology
Assess causes for lack of carry-over (Andrews, Mann and Clark). Jan., 17.
Contests are an easy way of getting fast action (Arnold). Dec., 11.
Driving safety (Safety lesson unit—High). Apr., 31.
A way around barriers to safety education (Cranshaw). Apr., 24.
What's wrong with our instruction in safety? (Borgerson and others). Feb., 14.
Publicity, *see Exhibits; Radio broadcasting activities; Television*
Pupil-teachers do well in driver education (Fritchman). Nov., 24.
Pupils safely face real life situations (Chandler). Sept., 16.
Pupils turn tables, teach adults safety. May, 12.

R

Radio broadcasting activities
Minnesota youngsters take patrol pledge. Nov., 13.
Radio station offers prize. Mar., 37.
13 college choirs on Green Cross song fest. Jan., 25.
Tools dramatize safety for school beginners (Graham). Dec., 10.
Railroads
L & N's crossing safety tool. Apr., 20.
The national accident fatality toll. Mar., 14.
Transportation safety (Safety lesson unit—Elementary). Feb., 27.
Raywid, Mary Anne
Civil defense program in fourth of schools. Nov., 2.
Recommended standards for administration. Dec., 7.
Reed, Wayne O.
School's role is guide, not protector from risk. Dec., 2.
Re-examine your goals in safety education (Hunt and Griffin). May, 2.
Regardless of weather people will drive (Loucks). Jan., 11.
Resuscitation
Approve other methods of resuscitation. Feb., 18.
Approved methods of resuscitation. Feb., 20.
Safety week a tool to get cooperation (Abramoski). Nov., 14.
Rewards
British have a museum for teaching safety. Jan., 19.
Britton wins Roy Rogers award. Mar., 20.
Contests are an easy way of getting fast action (Arnold). Dec., 11.
Offer five scholarships to teen-age drivers. May, 17.
Radio station offers prize. Mar., 37.
See also Contests
Rewards—National Safety Council
Eight schools achieve honor roll awards. Dec., 23.
General safety—Honor roll (Safety lesson unit—Secondary). Sept., 23.
McKinley Vocational High School wins honor roll award. Nov., 20.
Margoulies to carve women's safety award. Jan., 22.
215 schools win Honor Roll Award (Lofgren). Oct., 19.
Rotary to observe Boys'—Girls' Week. Mar., 25.

S

Safety education data sheets:
Firearms, Revised—No. 3. Feb., 15.
Motor vehicle speed—No. 55. Sept., 11.
Safety in the auto shop—No. 57. Nov., 17.
Welding and cutting safely—No. 56. Oct., 14.
Winter walking—No. 58. Jan., 23.
Safety education 1st health need. Apr., 2.
Safety education rapidly expanding. Mar., 23.
Safety in the auto shop (Safety education data sheet—No. 57). Nov., 17.
Safety is integral in coal mining course (Hortin). Feb., 4.
Safety lesson units, *see Lesson units*
Safety movement
AAHPER asks millions for health, safety. Jan., 26.
The plus and minus of safety education (Whiting). Sept., 1.
Safety education makes danger less dangerous. Nov., 39.

Safety education rapidly expanding. Mar., 23.
We have not yet found most effective method (Cox). Feb., 2.
Where do we go from Cincinnati conference? (Trabue). Feb., 22.
Safety movement—Foreign
British have museum for teaching safety. Jan., 19.
Britons learn. Jan., 20.
Church service. Jan., 25.
Public safety activities. Jan., 19.
A school on wheels goes to its pupils. Jan., 6.
Safety movement—States
Every teacher should be a teacher of safety (Corbally). Mar., 13.
Florida groups push driver education law. Oct., 38.
New Mexico plan for bus driver training (Martin). Mar., 2.
Safety education 1st health need. Apr., 2.
School's role is guide, not protector from risk (Reed). Dec., 6.
Study of North Carolina student shop accidents. Feb., 10.
A vicious practice in safety education (Shores). Jan., 2.
Safety notes. Sept., 30.
Safety stunts
L & N's crossing safety tool. Apr., 20.
Tools dramatize safety for school beginners (Graham). Dec., 10.
See also Exhibits
Safety week a tool to get cooperation (Abramoski). Nov., 14.
Sanderson, C. E.
In new post. Sept., 28.
School and home safety (Safety lesson unit—High). Feb., 31.
School buildings, *see Buildings—School*
School bus accidents kill 27, injure 864 (Telford). Jan., 14.
School buses
Bus safety program in a rural school (Dodds). May, 11.
Busy school bus system has only one injury (Vandenbelt). Sept., 7.
Florida reports 66 school bus accidents. Mar., 39.
New Mexico plan for bus driver training (Martin). Mar., 2.
Oklahoma reports 100 school bus accidents. Mar., 38.
School bus accidents kill 27, injure 864 (Telford). Jan., 14.
3,325 bus accidents reported by 39 states. Mar., 38.
Transportation safety (Safety lesson unit—Elementary). Feb., 27.
A school on wheels goes to its pupils. Jan., 6.
School programs
Bus safety program in a rural school (Dodds). May, 11.
"Laying down the law" may defeat safety (Mann). Apr., 11.
Learning is useless unless child lives (McGinley). Nov., 6.
Program for safety in college community (Harper). May, 18.
Pupils turn tables, teach adults safety. May, 12.
Recommended standards for administration. Dec., 7.
Re-examine your goals in safety education (Hunt and Griffin). May, 2.
Safety education rapidly expanding. Mar., 23.
School's role is guide, not protector from risk (Reed). Dec., 2.
Some clues to help start school safety program (Parris). Apr., 19.
5 way around barriers to safety education (Cranshaw). Apr., 24.
What's wrong with our instruction in safety? (Borgerson and others). Feb., 14.
When outside safety experts come . . . (Over my shoulder) (Barrick). Nov., 1.
School safety patrols
Approve women guards for school crossings (Corbett). Nov., 10.
Auxiliaries as guards of school crossings (Holloway). Oct., 24.
Detroit adopts plan. Oct., 25.
Learning is useless unless child lives (McGinley). Nov., 6.
Make each child a member of a safety patrol (Crawford). Mar., 12.
Michigan reduces pedestrian deaths. Mar., 23.
Minnesota youngsters take patrol pledge. Nov., 13.
A new style of reporting pays dividends in safety (Conley). Sept., 15.
School safety (Safety lesson unit—Elementary). Jan., 27.
School shops, *see Vocational education*
School's role is guide, not protector from risk (Reed). Dec., 2.
Schools—Elementary
Aids help to teach pedestrian safety (McCaslin). Apr., 22.
Britton wins Roy Rogers award. Mar., 20.
Build nation's biggest elementary council (Sprickman). May, 19.
Bus-boats in Louisiana (Over my shoulder). May, 1.
Civil defense a core for many learnings (Zuhlke and Ingrelli). Apr., 4.
Eight schools achieve honor roll awards. Dec., 23.
Help young citizens face traffic problems (Korber and Bard). Oct., 1.
Is he a tattle-tale or brother's keeper (Weedon). Nov., 26.
Learning is useless unless child lives (McGinley). Nov., 6.
Lesson units—Elementary. Sept., 19; Oct., 27; Nov., 27; Dec., 27; Jan., 27; Feb., 27; Mar., 27; Apr., 27; May, 23.
Lesson units for 1951-52. Sept., 18.
Let's make a movie (Wood). Apr., 7.
Louisville playground accidents (Wyman). May, 3.
National Conference on Safety Education in Elementary Schools. May, 17.
A new style of reporting pays dividends in safety (Conley). Sept., 15.
1952-1953 elementary lesson units (Weedon). Apr., 14.
The normal way to live (Gilliland). Mar., 19.
Particulars of 300 pupil accidents (Miller). Dec., 12.
Playground safety through planning (O'Keefe). May, 3.
Safety education 1st health need. Apr., 2.
Safety week a tool to get cooperation (Abramoski). Nov., 14.
School safety (Safety lesson unit—Elementary). Jan., 27.
Some clues to help start school safety program (Parris). Apr., 19.
Some important causes of death in the U. S. at school age, 1948 and 1949. Apr., 13.
Statistics—from kindergarten up. Sept., 10.
Stop crashing lights; learn good habits on the go (Coffey). Sept., 5.
"Tattle" is a little paper with a very big message. Jan. 5.
Teach child early. Sept., 34.
To school by boat in Louisiana. May, 20.
215 schools win Honor Roll Award (Lofgren). Oct., 19.
Two immediate tasks to cut highway toll. Sept., 6.
Unlike "Topsy," safety doesn't just grow up (Leonard). Feb., 25.
What's wrong with our instruction in safety? (Borgerson and others). Feb., 14.
Wisconsin making curriculum guide. Sept., 29.
Youth's death rate double children's. Jan., 17.
Schools—High
Assess causes for lack of carry-over (Andrews, Mann and Clark). Jan., 17.
Contests are an easy way of getting fast action (Arnold). Dec., 11.
Eight schools achieve honor roll awards. Dec., 23.
Every teacher should be a teacher of safety (Corbally). Mar., 13.
General safety—Honor roll (Safety lesson unit—Secondary). Sept., 23.
Help young citizens face traffic problems (Korber and Bard). Oct., 1.
Lesson units—High. Sept., 23; Oct., 31; Nov., 31; Dec., 31; Jan., 31; Feb., 31; Mar., 31; Apr., 31; May., 27.
Lesson units for 1951-1952. Sept., 18.
1952-1953 secondary lesson units (Telford). Apr., 16.
Particulars of 300 pupil accidents (Miller). Dec., 13.
Pupils safety face real life situations (Chandler). Sept., 16.
Pupils turn tables, teach adults safety. May, 12.
Radio station offers prize. Mar., 37.
Safety education 1st health need. Apr., 3.
Safety week a tool to get cooperation (Abramoski). Nov., 14.
Some important causes of death in the U. S. at school age, 1948 and 1949. Apr., 13.
Statistics—from Kindergarten up. Sept., 10.
215 schools win Honor Roll Award (Lofgren). Oct., 19.
Two immediate tasks to cut highway toll. Sept., 6.
Two NEA bulletins on safety. Mar., 39.
What's wrong with our instruction in safety? (Borgerson and others). Feb., 14.
Wisconsin making curriculum guide. Sept., 29.
Youth's death rate double children's. Jan., 17.
see also Drivers and driving
Schools—Parochial
Build nation's biggest elementary council (Sprickman). May, 19.
Particulars of 300 pupil accidents (Miller). Dec., 13.
Schools—Street traffic, *see Street traffic*
Schools—To and From
Aids help to teach pedestrian safety (McCaslin). Apr., 22.
Learning is useless unless child lives (McGinley). Nov., 6.
Projects help teach children to be safe (Gelder). Feb., 7.
With bikes, drivers take too much for granted (Bennett). Apr., 10.
Seasonal hazards, *see Winter*
747 violations in one hour (Sweeney). Mar., 5.
Shinn, J. R.
A tool to win support from non-school public. Feb., 8.
Shores, J. Harlan
A vicious practice in safety education. Jan., 2.
Silvernale, Leslie R.
Silvernale appointed to Michigan State College. Mar., 23.
Snakes
Safety—our American heritage (Safety lesson unit—Elementary). Nov., 30.
Some clues to help start school safety program (Parris). Apr., 18.
Some important causes of death in the U. S. at school age, 1948 and 1949. Apr., 13.
Songs
Tools dramatize safety for school beginners (Graham). Dec., 10.
Sports
Athlete an employee by Colorado ruling. Apr., 40.
New body contact game offers fewer hazards (Haniford). Feb., 17.
Pressure on winning. Sept., 30.
Safety—our American heritage (Safety lesson unit—Elementary). Nov., 28.
Safety week a tool to get cooperation (Abramoski). Nov., 14.
Twenty year study of football fatalities. May, 8.
Vacation safety (Safety lesson unit—Elementary). May, 23.
Water safety (Safety lesson unit—Elementary). Apr., 27.
Water safety (Safety lesson unit—High). May, 27.
Spray painting
Safety in the auto shop (Safety education data sheet—No. 57). Nov., 23.
Sprickman, Janet H.
Build nation's biggest elementary council. May, 18.
Stairways
Safety week a tool to get cooperation (Abramoski). Nov., 14.
Statistics—from kindergarten up. Sept., 10.
Stop crashing lights; learn good habits on go (Coffey). Sept., 5.
Storage batteries
Safety in the auto shop (Safety education data sheet—No. 57). Nov., 23.
Street traffic
Approve women guards for school crossings (Corbett). Nov., 10.

Help young citizens face traffic problems (Korber and Bard). Oct., 1.
L & N's crossing safety tool. Apr., 20.
Learning is useless unless child lives (McGinley). Nov., 6.
Projects help teach children to be safe (Gelder). Feb., 7.
747 violations in one hour (Sweeney). Mar., 5.
Speed law passed in 1678. Mar., 26.
Stop crashing lights; learn good habits on the go (Coffey). Sept., 5.
A tool to win support from non-school public (Shinn). Feb., 8.
Tools dramatize safety for school beginners (Graham). Dec., 10.
Transportation safety (Safety lesson unit—Elementary). Feb., 29.
Two immediate tasks to cut highway toll. Sept., 6.
With bikes, drivers take too much for granted (Bennett). Apr., 36.
See also Bicycles; Motor Vehicles; Pedestrians.
Street traffic—Courses
Yale University offers ten graduate fellowships. May, 17.
Student accidents, *see Accident statistics*
Student organizations
Antidote for boredom (Hardesty). Sept., 8.
Build nation's biggest elementary council (Sprickman). May, 19.
Bus safety program in a rural school (Dodds). May, 11.
Busy school bus system has only one injury (Vandenbelt). Sept., 7.
"Laying down the law" may defeat safety (Mann). Apr., 11.
Learning is useless unless child lives (McGinley). Nov., 6.
The normal way to live (Gilliland). Mar., 19.
Pupils turn tables, teach adults safety. May, 12.
Safety week a tool to get cooperation (Abramoski). Nov., 14.
Study of North Carolina student shop accidents. Feb., 10.
Sunburn
Vacation safety (Safety lesson unit—Elementary). May, 23.
Swimming, *see Sports*

T

"Tattle" is a little paper with a very big message. Jan., 5.
Taylor, Charles W.
New Editor. Sept., 30.
Teach fire control as a safe practice. Oct., 12.
Teachers
Britton wins Roy Rogers award. Mar., 21.
Driver education is a life saving course (Eck). May, 14.
Every teacher should be a teacher of safety (Corbally). Mar., 13.
Help young citizens face traffic problems (Korber and Bard). Oct., 1.
Pressure on winning. Sept., 30.
Some clues to help start school safety program (Parris). Apr., 19.
Texas work shop. Sept., 30.
A way around barriers to safety education (Cranshaw). Apr., 26.
Teachers—Courses
A vicious practice in safety education (Shores). Jan., 2.
Teen agers were taught to be better drivers. Oct., 23.
Telephones
Pupils safely face real life situations (Chandler). Sept., 16.
Television
Antidote for boredom (Hardesty). Sept., 8.
Minnesota youngsters take patrol pledge. Nov., 13.
Use nine TV programs in teaching safety (Bennett). Dec., 8.
Telford, Marian
1952-1953 secondary lesson units. Apr., 16.
School bus accidents kill 27, injure 864. Jan., 14.
Texas Safety Association
Sanderson in new post. Sept., 2.
13 college choirs on Green Cross song fest. Jan., 25.
This happened in one month in Oklahoma (Hunt). Apr., 39.
To school by boat in Louisiana. May, 20.
Today seven schools will catch fire. Oct., 22.
Too few voters there? Then try a fire alarm. Dec., 26.
A tool to win support from non-school public (Shinn). Feb., 8.
Tools
Safety in the auto shop (Safety education data sheet—No. 57). Nov., 18.
A way to teach safety to the mentally retarded (Gilbert). Apr., 9.
Tools dramatize safety for school beginners (Graham). Dec., 10.
Toys
New luminescent. Jan., 38.
Pediatricians ask for standards on safe toys. May, 7.
Trabue, M. R.
Where do we go from Cincinnati conference? Feb., 22.
Tractors
Vacation safety (Safety lesson unit—Elementary). May, 25.
Transportation safety (Safety lesson unit—Elementary). Feb., 27.
215 schools win honor roll award (Lofgren). Oct., 19.
Twenty year study of football fatalities. May, 8.
Two immediate tasks to cut highway toll. Sept., 6.
2,526 attendances at school sessions. Dec., 25.

U

Unlike "Topsy," safety doesn't just grow up (Leonard). Feb., 25.
Use nine TV programs in teaching safety (Bennett). Dec., 8.

V

Vacations
Re-examine your goals in safety education (Hunt and Griffin). May, 31.
Vacation safety (Safety lesson unit—Elementary). May, 23.
Water safety (Safety lesson unit—Elementary). Apr., 27.
Water safety (Safety lesson unit—High). May, 27.
Vandenbelt, B. H.
Busy school bus system has only one injury. Sept., 7.
A vicious practice in safety education (Shores). Jan., 2.
Views and reviews. Oct., 26.
Visual education
Aids help to teach pedestrian safety (McCaslin). Apr., 22.
Blasting cap, a 16mm color film. Oct., 25.
Civil defense a core for many learnings (Zuhlke and Ingrelli). Apr., 5.
Fire prevention (in the home). Encyclopedia Britannica Films (Views and reviews). Oct., 26.
Ford has series of driver education films. May, 16.
Let's make a movie (Wood). Apr., 7.
New movie on fires for elementary grades. Mar., 25.
New York City schools evaluate roadometer. Mar., 26.
Safe driving. Coronet Films (Views and reviews). Oct., 26.
Safe on two wheels. Aetna Casualty and Surety Company (Views and reviews). Oct., 26.
Safety in the home. Encyclopedia Britannica Films (Views and reviews). Oct., 26.
Views and reviews. Oct., 26.
See also Cartoons; Exhibits; Posters
Vocational education
Committee work pays off (Bellenger). Jan., 12.
McKinley Vocational High School wins honor roll award. Nov., 20.
Pupils safely face real life situations (Chandler). Sept., 16.
Safety in the auto shop (Safety education data sheet—No. 57). Nov., 17.
Safety is integral in coal mining course (Hortin). Feb., 4.
Study of North Carolina student shop accidents. Feb., 10.
The use of color for safety (Safety lesson unit—High). Nov., 31.
A way to teach safety to the mentally retarded (Gilbert). Apr., 8.
Welding and cutting safely (Safety education data sheet—No. 56). Oct., 14.

W

Water safety (Safety lesson unit—Elementary). Apr., 27.
Water safety (Safety lesson unit—High). May, 27.
A way around barriers to safety education (Cranshaw). Apr., 25.
A way to teach safety to the mentally retarded (Gilbert). Apr., 8.
We have not yet found most effective method (Cox). Feb., 2.
Weedon, Vivian
Is he a tattle-tale or brother's keeper. Nov., 26.
1952-1953 elementary lesson units. Apr., 14.
Weeks
Rotary to observe Boys'—Girls' Week. Mar., 25.
Safety week a tool to get cooperation (Abramoski). Nov., 14.
Welding
Safety in the auto shop (Safety education data sheet—No. 57). Nov., 22.
Welding and cutting safely (Safety education data sheet—No. 56). Oct., 14.
What's wrong with our instruction in safety (Borgerson and others)? Feb., 14.
Where do we go from Cincinnati conference? (Trabue) Feb., 22.
Whitney, Albert W.
The plus and minus of safety education. Sept., 1.
Wiley, Gilbert S., and others
What's wrong with our instruction in safety? Feb., 14.
Winter
Motor vehicle speed (Safety education data sheet—No. 55). Sept., 14.
Regardless of weather, people will drive (Loucks). Jan., 11.
Winter walking (Safety education data sheet—No. 58). Jan., 23.
Wisconsin making curriculum guide. Sept., 29.
With bikes, drivers take too much for granted (Bennett). Apr., 10.
Women's Activities
Approve women guards for school crossings (Corbett). Nov., 10.
Auxiliaries as guards of school crossings (Holloway). Oct., 24.
Wood, Eleanor C.
Let's make a movie. Apr., 7.
Wyman, Mary May
Louisville playground accidents. May, 3.

Y

Yost, Merrill G.
Every pupil needs driver education. Jan., 8.
Yost (Obituary)
Merrill C. Yost. Apr., 23.
Youth's death rate double children's. Jan., 17.

Z

Zuhlke, Thomas and Anthony V. Ingrelli
Civil defense a core for many learnings. Apr., 4.

Major Carl L. Sitter, USMC

Medal of Honor

THE HILL WAS STEEP, snow-covered, 600 feet high. Red-held, it cut our lifeline route from Hagan-ri to the sea; it had to be in our hands.

Up its 45-degree face, Major Sitter led his handful of freezing, weary men—a company against a regiment! The hill blazed with

enemy fire. Grenade fragments wounded the major's face, chest, and arms. But he continued heading the attack, exposing himself constantly to death, inspiring his men by his personal courage. After 36 furious hours the hill was won, the route to the sea secured. Major Sitter says:

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"So buy bonds—and more bonds—starting *right now.* If you at home, and we in the service, can make America stronger *together,* we'll have the peace we're working for!"

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use MERCUROCHROME*

for first aid

Do not neglect wounds, however small; even scratches and small cuts may become infected if they are not properly treated.

'Mercurochrome' (H. W. & D. brand of merbromin, dibromoxymercurifluorescein-sodium) is one of the best antiseptics for first aid use. It is accepted by the Council on Pharmacy and Chemistry of the American Medical Association for this purpose.

The 2% aqueous solution does not sting and can be applied safely to small wounds. Children do not hesitate to report their injuries promptly when 'Mercurochrome' is the household antiseptic, because they know that they will not be hurt. Other advantages are that solutions keep indefinitely and the color shows just where it has been applied.

Doctors have used 'Mercurochrome' for more than 28 years.

Keep a bottle of 'Mercurochrome' handy for the first aid care of all minor wounds. Do not fail to call a physician in more serious cases.

* Reg. U. S. Pat. Off.

HYNSON, WESTCOTT & DUNNING, INC.

BALTIMORE, MARYLAND